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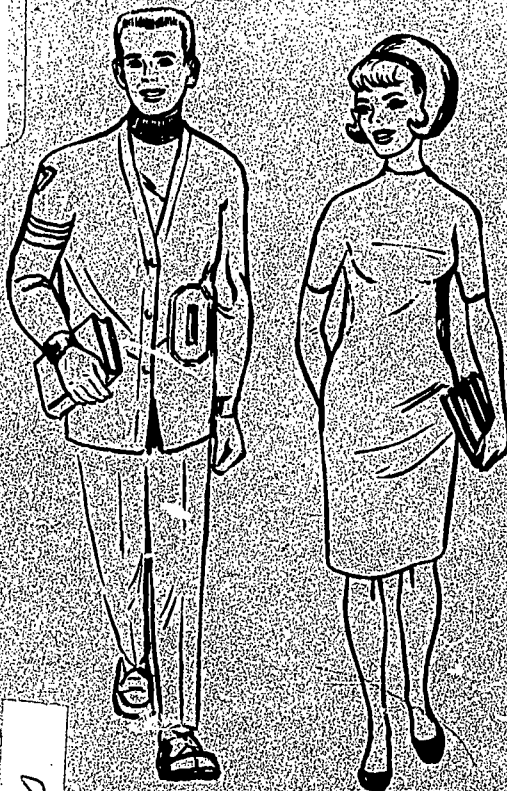
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ABSTRACT

Prepared with the aim of strengthening health education in the Washington schools, this working copy of a curriculum guide provides resource information for teachers in grades 7-12. It is sequentially oriented with materials related to students' health needs and interests. Thirteen units of instruction are outlined: alcohol, anatomy and physiology, community health, consumer health, dental health, disease control, drug education, family health, health careers, heredity and environment, mental health, nutrition, and safety education. Individual units present an overview of the topic and a list of desired competencies. Each competency is then described in detail, appropriate concepts listed, and sample learning experiences and resources to develop the concept indicated. This information is presented for both junior high and senior high levels. A list of resources (books, pamphlets, magazine articles, and films) supplements the unit. In addition, the guide defines health instruction, indicates the place and need for health education in the school, and suggests possible use by school districts and individual teachers. A general bibliography for teachers is also included. (BL)

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Secondary



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HEALTH EDUCATION GUIDE

to better health

WORKING COPY

**STATE OF WASHINGTON
HEALTH EDUCATION
TO
BETTER HEALTH
1966**

**Prepared Under the Supervision
The State Office of Public Instruction
Olympia, Washington**

**Louis Bruno
State Superintendent of Public Instruction**

**Chester D. Babcock
Assistant Superintendent for Curriculum and**

GRADES 7-12

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State Superintendent of Public Instruction**

**Chester D. Babcock
Assistant Superintendent for Curriculum and Instruction**

FOREWORD

We are coming to recognize increasingly that sound mental and most important attributes of a people. The promotion of good health is also in the national interest.

This guide has been prepared with the hope that it may be inst health education in our schools. The guide is regarded only as a tentative kindergarten-grade 12 program. In a very real sense, it explores uncharted a pattern to be followed, but a resource to be used.

We look forward to an early revision of this material--a revision with it in your classes. Many have contributed to this guide in its preparation and assistance, I have great confidence we can continue to provide for our children and youth.

FOREWORD

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of a people. The promotion of good health is not only a personal goal; it
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ut a resource to be used.

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any have contributed to this guide in its present form. With your continued
I have great confidence we can continue to provide a better program for all

Louis Bruno

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A C K N O W L E D G M E N T

The development of this Guide is the result of the effort of many people. Our appreciation goes to Dr. Jess Spielholz, Health Services Division, for his support in the preparation of this Guide and for his contribution in our schools.

Appreciation is also expressed to the Steering Committee for its contribution to the well-being for all people may be partially achieved through the work of the

ii

Mrs. Virginia Brannan
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Miss
Mr.
Mr.

We are indebted to the many administrators and teachers who have contributed to the development of this Guide and to the administrations of the following districts who made it possible for enthusiastic teachers to assist in developing the basic units.

Bellevue School District
Edmonds School District
Everett School District
Renton School District

Seat
Shor
Spok
Taco

ACKNOWLEDGMENTS

this Guide is the result of the effort and time of many persons. Special
s Spielholz, Health Services Division, Washington State Department of
the preparation of this Guide and for his faith in the value of health educa-

so expressed to the Steering Committee members who hope that the goal of
y be partially achieved through the use of this Guide:

annan	Dr. Caswell Mills
aines	Mr. Russell Quackenbush
nn	Mr. Spencer Reeves
	Miss Edna Roake
son	Mr. Howard Schaub
is	Miss Agnes Stewart
y	Mr. Lou Tice
hie	Mr. Everett Woodward

the many administrators and teachers who contributed to areas of the Guide
f the following districts who made it possible for their creative and
ist in developing the basic units.

District	Seattle School District
istrict	Shoreline School District
istrict	Spokane School District
istrict	Tacoma School District

The early direction given by personnel in the following districts through Pilot Projects was also invaluable.

Bremerton School District
Edmonds School District
Federal Way School District
Issaquah School District
Moses Lake School District
North Thurston School District
Olympia School District
Port Angeles School District

Pullman School District
Richland School District
Shoreline School District
Spokane School District
Tacoma School District
Wenatchee School District
Yakima School District

In addition, guidance given by the Washington Tuberculosis Association, American Heart Association and the Washington Division of the American Cancer Society contributed to the quality of this Guide.

We also wish to express appreciation to the participants in the Physiological Conference, 1966, for their interest and their critical evaluation of the preliminary

And a final word of thanks to the many, many resource persons who, as they evaluated each phase of this Guide as it was developed.

Lucille Truand
Supervisor, Health

Chester D. Babcock
Assistant Supervisor

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invaluable.

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School District
District
chool District

Pullman School District
Richland School District
Shoreline School District
Spokane School District
Tacoma School District
Wenatchee School District
Yakima School District

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Washington Division of the American Cancer Society contributed greatly to the

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express appreciation to the participants in the Physicians and Schools Con-
interest and their critical evaluation of the preliminary copy.
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s Guide as it was developed.

Lucille Trucano
Supervisor, Health Education

Chester D. Babcock
Assistant Superintendent

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What Is Health?

Health is a state of physical, mental and social well being. It is more than being well; it is having energy and enthusiasm for life, a good attitude about oneself and others. It is accepting the fact that there are problems and working towards the solutions or the modification of these problems. Health is a quality through which goals and dreams may be achieved.

What Is Health Instruction?

Health instruction then becomes education for living happily and healthily. It is a multi-disciplinary approach to bridging the gap between scientific health discoveries and the application of these discoveries in his daily life. It is one of three aspects of health education; the other two aspects are healthful school environment and health service.

Health education is more than first aid, anatomy and physiology. It is the acquisition of health knowledge, attitudes and skills which help the student to recognize, prevent, remedy health problems. Thus, health instruction copes with the problems of lung cancer, venereal disease, self-medication, obesity, and air and water pollution.

In addition to acquiring scientifically sound health knowledge, health education teaches that this knowledge can change with new scientific findings. Health education encourages critical thinking, for problem-solving and for examining the processes and procedures. It provides guidelines to assist in evaluating the reliability of health information.

tate of physical, mental and social well being, not merely the absence of disease. Well; it is having energy and enthusiasm for life's activities. It is having a self and others. It is accepting the fact that life has problems but that one lions or the modification of these problems. Health is not an end in itself; it is goals and dreams may be achieved.

tion?

ction then becomes education for living happily and effectively. It represents approach to bridging the gap between scientific health discoveries and man's appli- ries in his daily life. It is one of three aspects of a total school health program; re healthful school environment and health services.

vii


tion is more than first aid, anatomy and physiology. It is exposure to and assim- edge, attitudes and skills which help the student and community prevent them or

Thus, health instruction copes with the problems of alcoholism, mental illness, disease, self-medication, obesity, and air and water pollution, among others.

o acquiring scientifically sound health knowledge, a student learns to appreciate change with new scientific findings. Health education creates opportunities for problem-solving and for examining the processes of decision-making. It provides evaluating the reliability of health information and services.

Health Education gives the student opportunities to develop positive attitudes which will lead to continuing interest and learning. These attitudes are more important than the acquisition of facts in a particular unit or course. The student who perceives himself and "health" will determine whether or not he accepts the concept. He comes to understand that these attitudes will color how he interprets the concept. He evaluates it and whether or not he applies it to change his behavior.

viii



es the student opportunities to develop positive, scientifically-oriented
continuing interest and learning. These attitudes may be more important
in a particular unit or course. The student is helped to see that how he
will determine whether or not he accepts or rejects health information.
ese attitudes will color how he interprets this health information, how
not he applies it to change his behavior.

What Are Health Education Programs In The School?

Health Education as interpreted in its broadest sense re as part of the school curriculum, at any time of the school day, in a lun school or in the community, which provides a learning opportunity.

There are four approaches to health instruction; however, appropriately placed in the school years of each student is essential.

1. Integration

The research paper on PKU in English class, the prep alcoholism in psychology class, the lunchroom visit nutrition unit and a committee field trip to the health grade social studies class may all contribute to the and should be considered as part of a health education are found in most schools but they may occur, hit and tying them into a total health instruction program.

2. Correlation

Correlation is most effective in the elementary school is correlates specific health topics with other curricu study of community helpers, there is a natural rela

Programs In The School?

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lum, at any time of the school day, in a classroom or other area of the
, which provides a learning opportunity.
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ool years of each student is essential for an educationally sound program.

paper on PKU in English class, the preparation for a student panel on
n psychology class, the lunchroom visit by the third grade during a
it and a committee field trip to the health department by an eighth
studies class may all contribute to the health education of students
e considered as part of a health education program. Such experiences
most schools but they may occur, hit and miss, with no coordination
nto a total health instruction program.

is most effective in the elementary school where the classroom teacher
pecific health topics with other curriculum areas. For example, in the
munity helpers, there is a natural relationship between the teeth, their

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care and the dentist. In the secondary school a few subjects such as home economics, biological science and chemistry can incorporate such health units as family health, anatomy and physiology, and drugs. These subjects include areas which specifically relate to health and the good teacher will place emphasis on the natural relationships between these areas and health education.

3. Incidental

Health education experiences will arise in many situations during the day and these are designated as incidental health teaching opportunities. These may or may not be capitalized on; the dispute on the playground, the pushing at the drinking fountain, the gracious act of sharing, the assembly on the importance of the humanities all provide unplanned but on-the-spot opportunities for learning in health. A teacher knowledgeable in health education creates meaningful learning experiences from these happenings.

4. Direct Health Instruction

Direct health instruction implies a specific class or lesson organized for health instruction. In the elementary school the regular classroom teacher is responsible for health instruction. However, he needs district-wide planning for logical progression and complete coverage of health material. Health materials need to be available to the teacher.

An adequate program on the secondary level, means classes designed for health instruction and taught by a qualified teacher. Again, it is necessary so that teachers can build on previous instructional materials are available.

What Is The Need For Health Education?

Democracy assures the opportunity for individuals to fulfill their need for the development and maintenance of good health is, therefore, a basic right of each individual. It is the responsibility of the individual for his own health, the health of his family, and the health of his community.

Delbert Oberteuffer discusses the vital ties between health and education. He says, "It is wise people have been saying that a definable relationship exists between the health of each and the contribution of each an absolute necessity to the effective development of the individual. The relationship in simple terms: One needs to be educated in order to develop the full use of one's health. One needs abundant health to make full use of one's education.... To claim a broad education without including quite a bit about one's own physical, emotional, and mental health is nonsense...."*

*Oberteuffer, Delbert, "Vital Ties Between Health and Education", NATIONAL EDUCATION ASSOCIATION (reprint)

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xi

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Delbert, "Vital Ties Between Health and Education", NATIONAL EDUCATION JOURNAL, March, 1964

Citizens need to understand and appreciate the results of advances in the health sciences. Individuals not only need to be informed of the advances, they also must be informed sufficiently to enable them to appraise and apply health education to daily living.

The more aggressive advertising of health products and services requires health education so that this advertising can be analyzed with intelligence to avoid impairment of both health and budget.

Citizens are called upon to make decisions on legislation and public health measures, immunization, etc. To decide on platforms, referenda and campaign issues, the voting citizen must understand the basic principles of safe health practices.

Although our nation enjoys a high standard of living, existing health problems keep this nation from being as strong as it could be. Alcohol and drug problems, etc. cry out for solutions. Health education is a part of the solution.

**Irwin, Leslie W.; Cornacchia, Harold J.; and Staton, Wesley, M. HEALTH EDUCATION. St. Louis: C.V. Mosby Company, 1962, pp. 142-146

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Individuals not only need to be informed of the advances in health sciences, but
informed sufficiently to enable them to appraise and evaluate in terms of their appli-
ing.

aggressive advertising of health products and services demands a background of
that this advertising can be analyzed with intelligence and objectivity to prevent
health and budget.

are called upon to make decisions on legislation and community actions such as fluor-
on, etc. To decide on platforms, referenda and campaigns involving public health
citizen must understand the basic principles of safe and healthful living.**

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nation from being as strong as it could be. Alcoholism, mental health problems, acci-
cry out for solutions. Health education is a part of the solution.

What About Controversial Matters?

The philosophy relating to the teaching of controversial issues is reflected in the district's written policy. All individuals teaching controversial subjects must adhere to these policies. In formulating policy, it is advisable to enlist the help of individuals such as the medical profession, church personnel and the Parent Teacher Association.

Students need to come to grips with controversial issues appropriate to their maturity. This involves consideration of all relevant information. They should express their own opinions without being influenced by a biased and prejudiced learning environment. Teachers should give careful orientation to the subject and give an unbiased statement of the issues. They should locate and gather facts for both sides. Students can be taught how to evaluate the wealth of material which is always available to them on controversial issues.

ters?

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All individuals teaching controversial subject matter need to be familiar
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the subject and give an unbiased statement of the problem. Students then
both sides. Students can be taught how to develop criteria for judging the
always available to them on controversial issues.

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How Districts Use This Guide

This Health Education Curriculum Guide is sequentially prepared to meet students' health needs and interests. Hopefully it eliminates monotony that in the past were ignored, moves from the concrete to the abstract concepts.

To utilize the Guide in an educationally sound program, districts should:

1. Appoint a health curriculum committee to review the entire guide.
2. Have the health curriculum committee determine at which grade levels concepts will be developed. The committee can also determine how concepts can be taught best through integration, correlation or other methods.
3. Appoint teacher groups on various grade levels to develop teaching units to cover these concepts and to preview films and materials.
4. Develop inservice programs, if necessary.

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This Health Education Curriculum Guide can also serve as a framework for teachers planning specific classes and lessons in health instruction. Teachers' experiences may be selected, modified or deleted in terms of student age, needs and experiences. For example, if health instruction is given only at the elementary level, then much of the junior high school material would need to be adapted to the elementary level. If health instruction is concentrated at the junior high level, material for the elementary and high school levels would need modifications. However, there are some suggestions for modification for other age groups.

Use This Guide

Health Education Curriculum Guide is sequentially prepared with materials related to health needs and interests. Hopefully it eliminates monotonous repetition, includes areas that were ignored, moves from the concrete to the abstract and from specifics to generali-

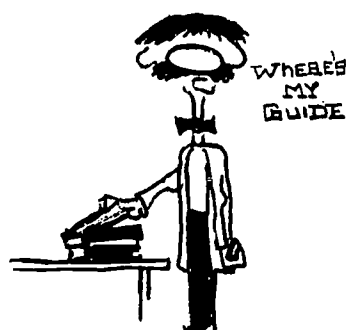
To utilize the Guide in an educationally sound program, districts are encouraged to:

- 1. Appoint a health curriculum committee to review the entire Guide, K through 12.
- 2. Have the health curriculum committee determine at which grade level specific concepts will be developed. The committee can also determine whether the concepts can be taught best through integration, correlation or direct health instruction.
- 3. Appoint teacher groups on various grade levels to develop more detailed teaching units to cover these concepts and to preview films and order materials.
- 4. Develop inservice programs, if necessary.

Health Education Curriculum Guide can also serve as a flexible resource for schools and in developing specific classes and lessons in health instruction. The health education content and materials may be selected, modified or deleted in terms of student and community health needs, problems and resources. For example, if health instruction is given only at the senior high school level, the junior high school material would need to be adapted to the senior high student. If health instruction is concentrated at the junior high level, material from both the intermediate and senior high levels would need modifications. However, there are some concepts that would be difficult to adapt to other age groups.

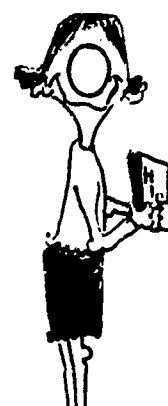
HOW TO USE THIS GUIDE

1. Is the guide for individual teachers?



2. Who plans program?

A curriculum health spec with relea in addition



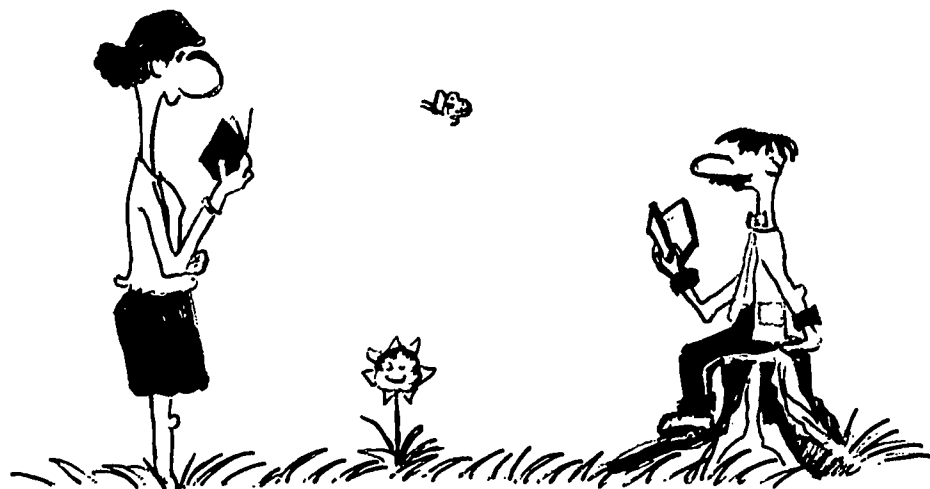
Yes and no. There should be plenty of ideas for individual teachers to use; however, it is hoped that districts will use it as a catalyst for action toward a planned sequential health instruction program.



3. Why all the emphasis on planned health instruction?

To avoid monotonous repetition.
To avoid missing important health areas.
To provide scheduled classrooms for teaching.

4. The curric health?

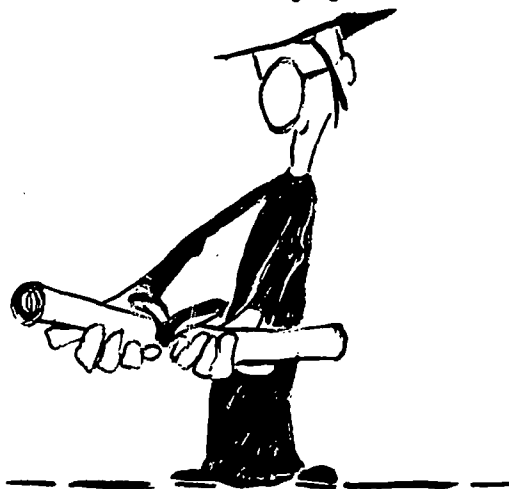


Health ins lum-- at t at other t economics, times, inc scope and trict to i

5. What is a competency?

6. Do

The ability to solve real health problems for oneself or to be able to help a community to solve its health problems. Hopefully, through a planned, sequential program of health instruction, students will be "competent" to do this when they graduate from high school

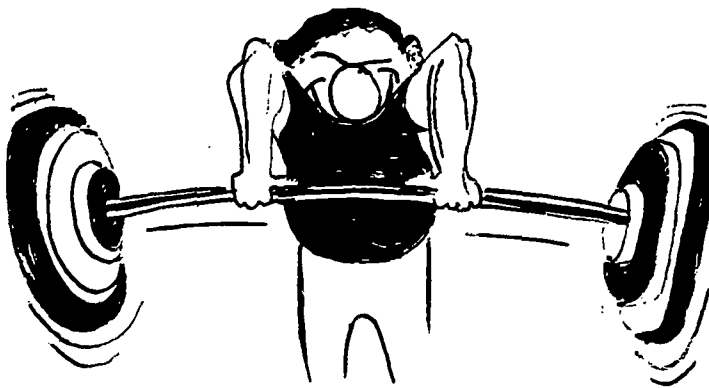


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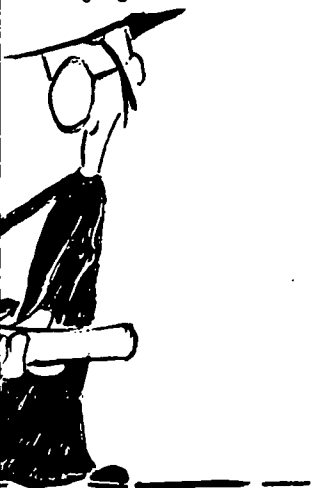
7. Are learning experiences methodology?



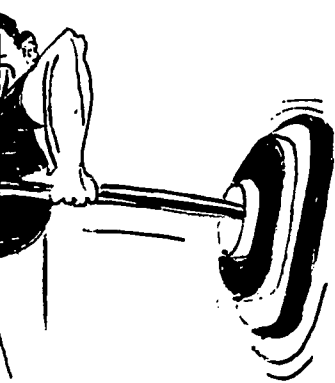
Yes-- the name change is to emphasize that students should be "doing" rather than the teacher. Students should be actively involved in this learning, not just lectured to. A multi-sensory approach to learning is emphasized throughout the Guide. Health can be exciting when not involved with just a textbook.

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deal health problems for oneself
a community to solve its health
through a planned, sequential
struction, students will be "com-
n they graduate from high school

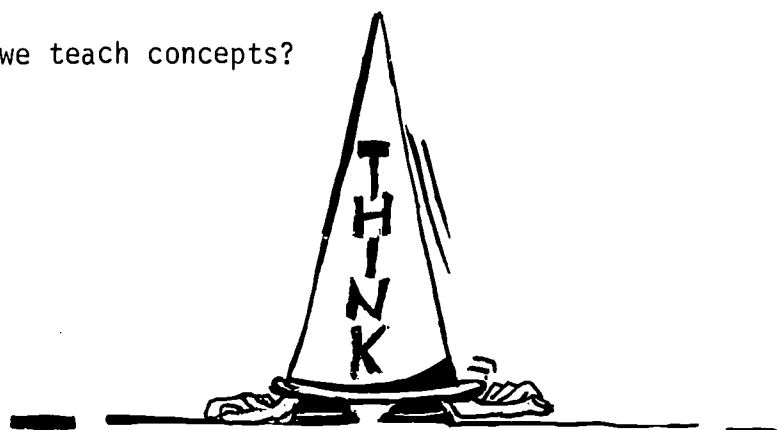


ces methodology?



is to emphasize that students
ner than the teacher. Students
olved in this learning, not
multi-sensory approach to learn-
oughout the Guide. Health can be
ply, h just a textbook.

6. Do we teach concepts?



No-- not directly. Concepts are big, inter-
related ideas which come from an assimilation
of knowledge and attitudes gained in learning
experiences. Concepts influence and direct
behavior.

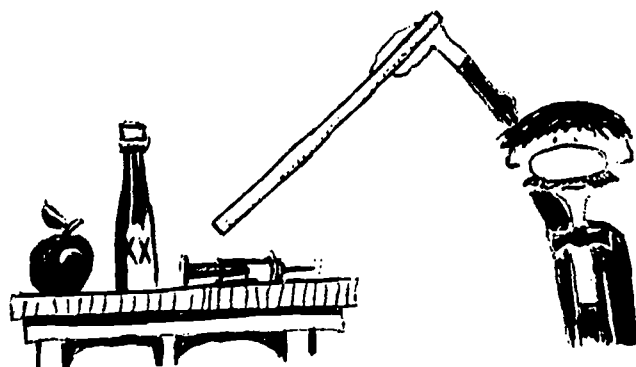
8. Does one need to look at the primary, inter-
mediate and junior high sections if one is a
high school teacher or vice versa?



Yes, Yes, Yes! Total scope needs to be seen
so one builds on what has gone on before. Even
though a district has adopted a K-12 sequential
health instruction program, it may be necessary
for teachers at the upper levels to "pick up"
material which students have not received, at
least initially.

9. Should units be taught as they appear?

10. Should the

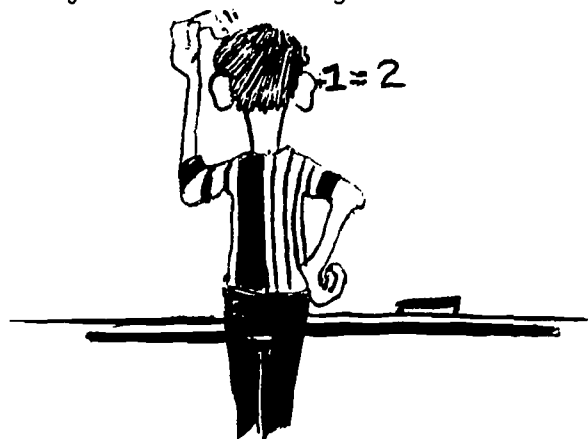


No. All units are interrelated and any organization of concepts can be made. Alcohol can be a separate unit or taught in the mental health unit, with the drug unit or in the disease unit (alcoholism). Nutrition can be a separate unit, taught as part of family health, mentioned in the alcohol unit or included in the disease unit. And so it goes.

It is only
what will
etc. In
more emph
detailed
lum group

11. You mean, what is placed at junior high doesn't necessarily have to be taught there?

12. There app



Right. Sometimes a district finds it more advantageous to teach this material at the intermediate or senior high level with modification in approach, of course.

When rep
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as they appear?



10. Should the guide be followed exactly?



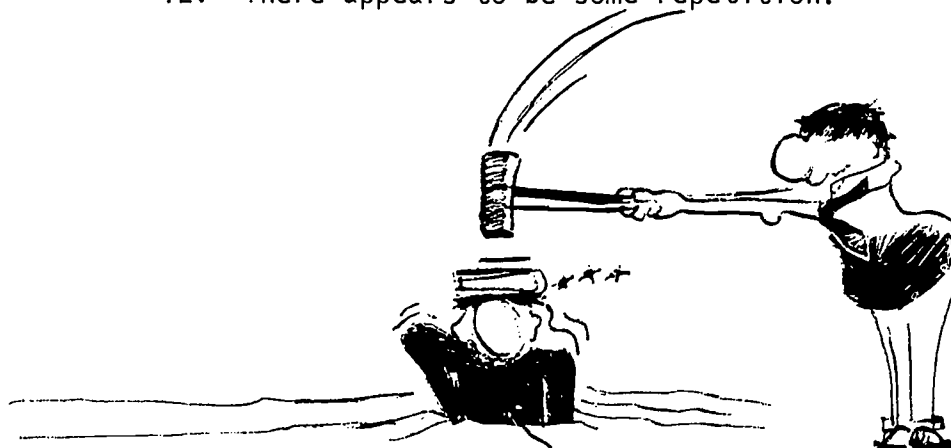
unrelated and any organization
e. Alcohol can be a separate
mental health unit, with the
sease unit (alcoholism).
arate unit, taught as part of
ed in the alcohol unit or
e unit. And so it goes.

It is only a guide. Districts must work out
what will be taught at first grade, second grade,
etc. In addition, different communities may need
more emphasis in some areas than others. More
detailed units can then be developed by curricu-
lum groups.

xvii

ed at junior high doesn't
taught there?

12. There appears to be some repetition?



strict finds it more advanta-
terial at the intermediate or
modification in approach, of

When repetition appears it is because it is
felt students don't always learn at the first
exposure. Repetition in the upper grades
should be presented with more depth, building
on previous learnings.

13. What are all those numbers: 3.1; 2.15; 6.3?

14. Are all t



The first number indicates category; 1's are always books; 2's are always federal agencies. The number after the decimal is a specific book, a specific pamphlet, a specific list, etc. (See end of each unit for the complete list of resources for that unit.)

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No! Distri
review all

About Resources:

1. Books: Some out-of-print books are included because schools or public libraries REVIEW ALL BOOKS, however, as no committee review was made.
2. Films: Most film companies have catalogues which give information on rent cost and content of films. Audio-visual centers of districts may films and purchase those which teachers select for district-wide u
3. Other Material: Many agencies have catalogues which give information as to cost quantities, etc. Materials which are free to educators are exp should be made of material. When writing an agency or organiza you intend to use the material; they may have other pertinent particular pamphlet is out of print they may have a substitute

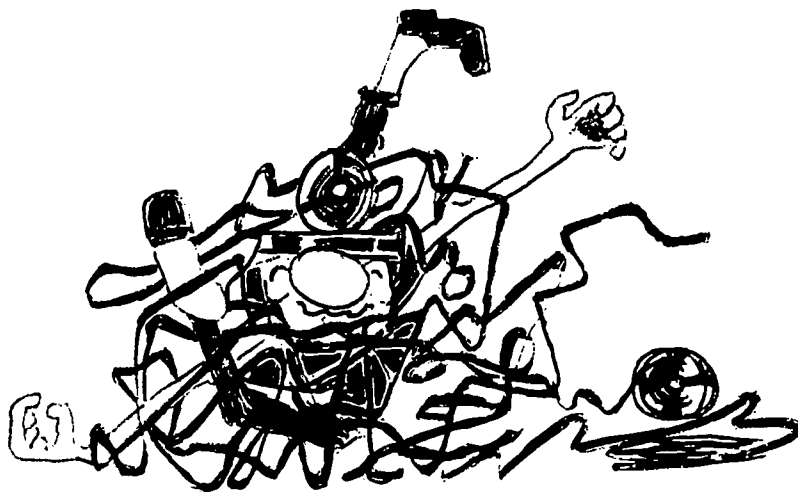
bers: 3.1; 2.15; 6.3?

2.15; 6.



ates category; 1's are
always federal agencies. The
al is a specific book, a specific
ist, etc. (See end of each unit
of resources for that unit.)

14. Are all those references recommended?



No! Districts should preview all films and
review all written materials.

int books are included because schools or public libraries may already have them.
KS, however, as no committee review was made.

anies have catalogues which give information on rentals, purchase, preview privileges,
nt of films. Audio-visual centers of districts may wish to preview some of the many
hase those which teachers select for district-wide use.

es have catalogues which give information as to cost of materials, if they come in
etc. Materials which are free to educators are expensive to produce so careful use
ade of material. When writing an agency or organization tell them for what purpose
to use the material; they may have other pertinent information available or if that
pamphlet is out of print they may have a substitute.

4. The Resource Code Is:

- 1.0 Books
- 2.0 Federal Agencies
- 3.0 Filmstrips
- 4.0 Films
- 5.0 Professional Organizations
- 6.0 Magazines
- 7.0 Miscellaneous

8.0 Washing

9.0 Public

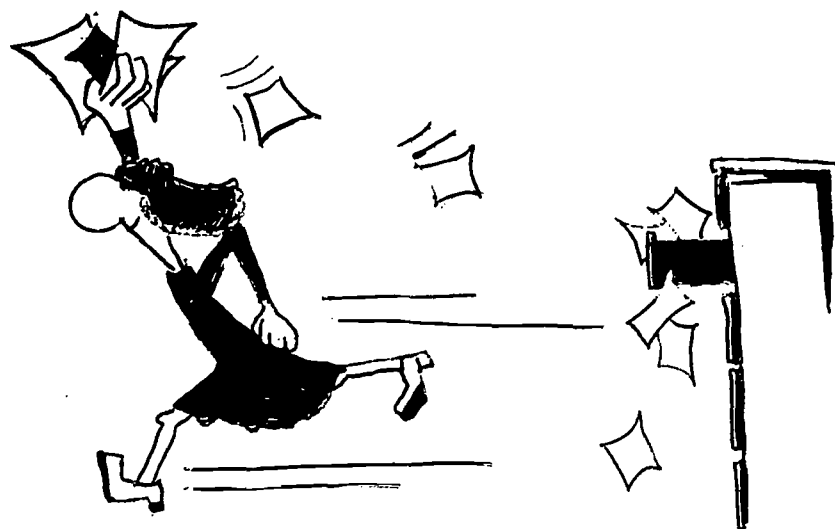
10.0 Science

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15. Help?



16. How doe
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Curriculum help and help in planning inservice programs is available from the State Office of Public Instruction.

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8.0 Washington State Agencies

9.0 Public Affairs Pamphlets

10.0 Science Research Associates Pamphlets

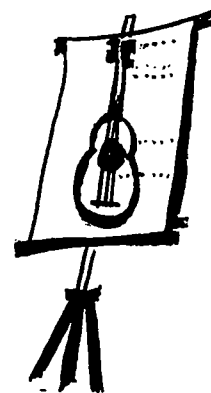
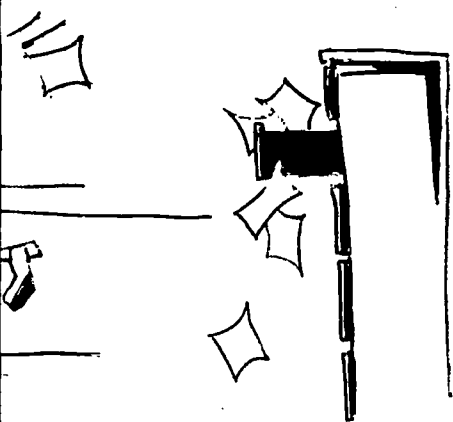
11.0 Voluntary Agencies

12.0 Miscellaneous-- Commercial

13.0 Insurance Agencies

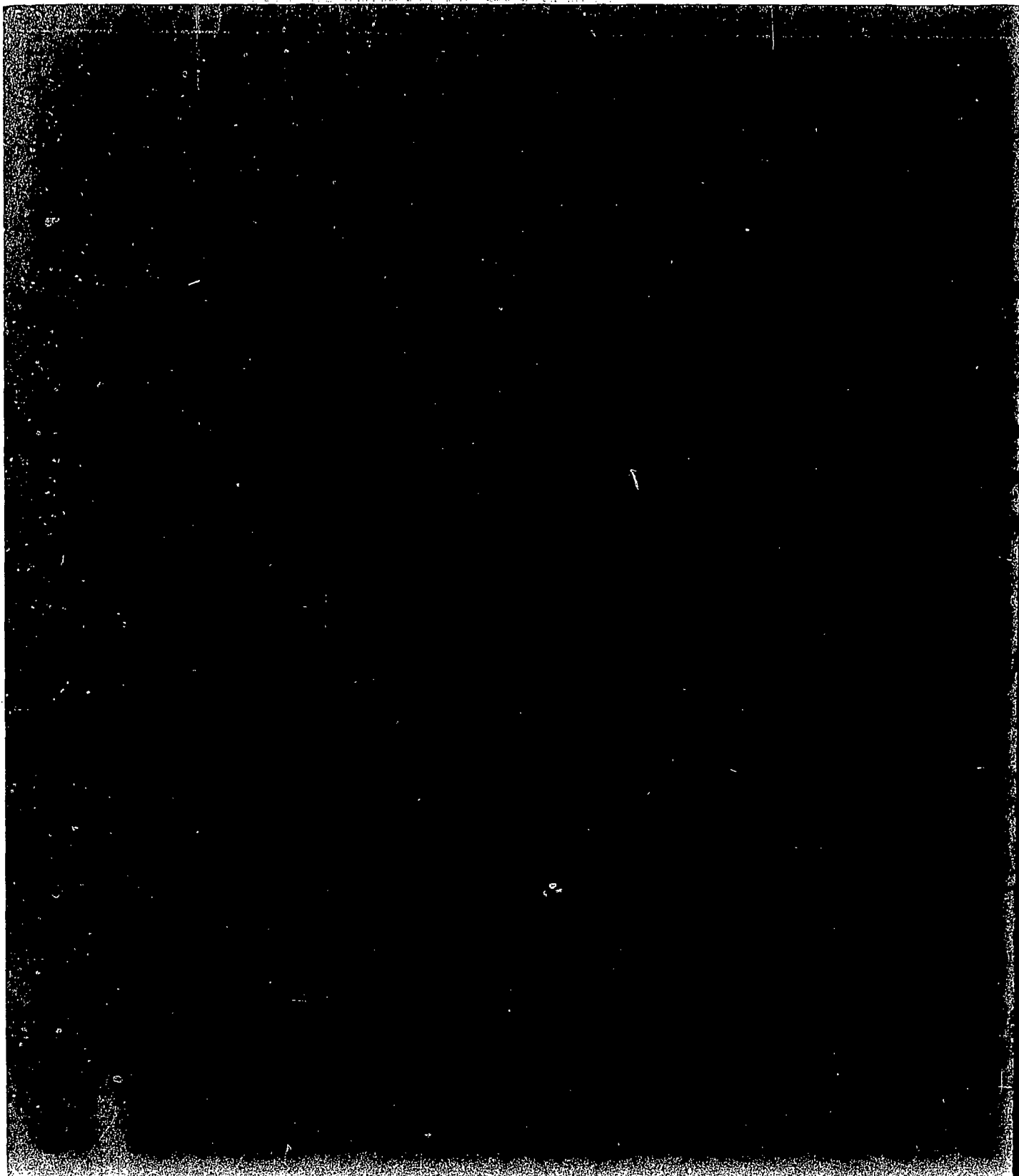
16. How does a district decide what to teach and when?

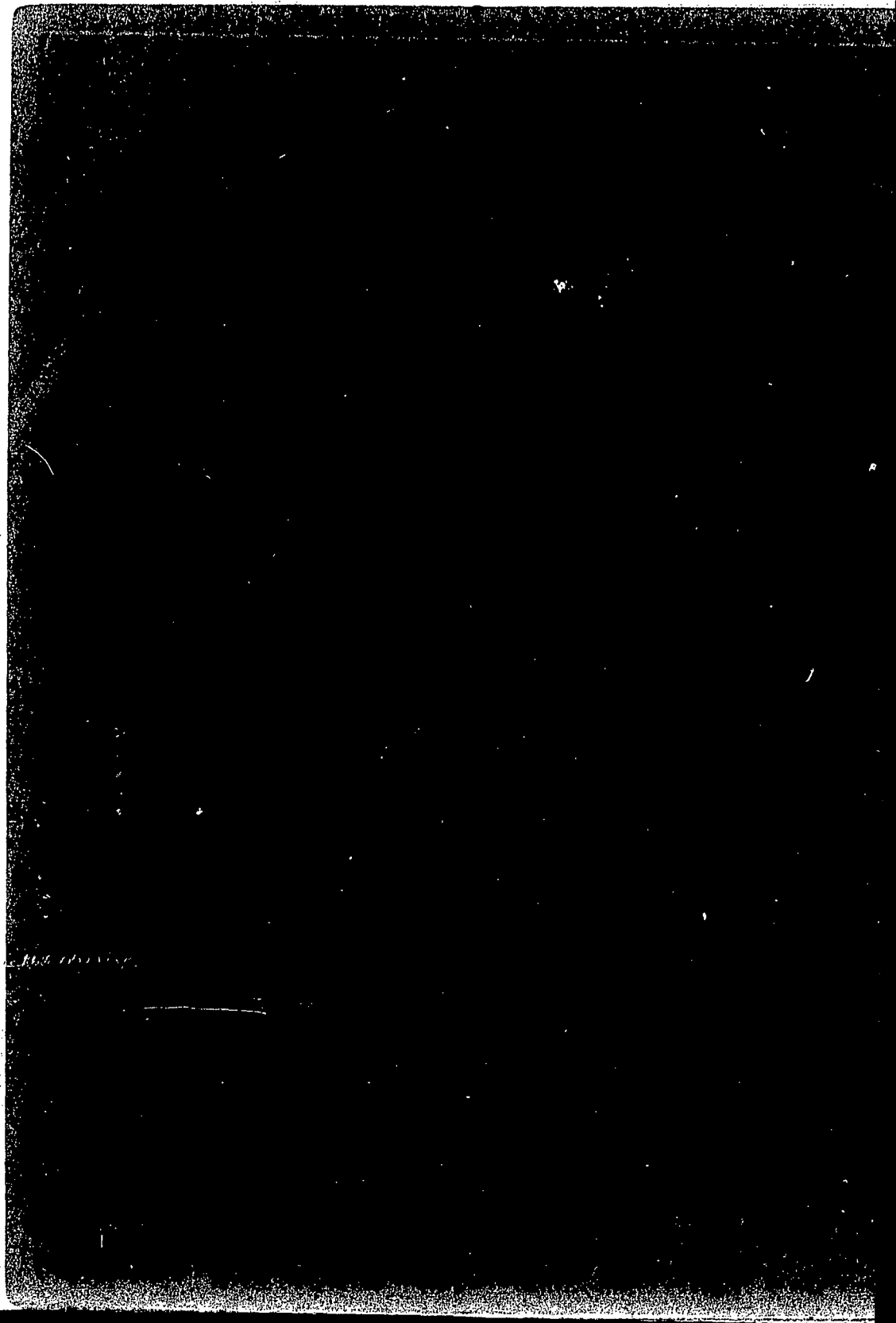
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help in planning inservice
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The what, when and how to teach comes from knowledge of whom we teach. Hopefully this guide has taken into consideration students' health needs and interests in selecting the placement of concepts.





COMPETENCY 1: Understand the interrelationships of alcohol and the

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Alcoholic beverages contain ethyl alcohol.</p>	<p>Select for individual reports to class on the following projects:</p> <ol style="list-style-type: none"> (1) Prepare a bibliography of books available in the community on alcohol and alcoholism for school students. (2) Do the same with pamphlets. (3) Do the same with magazine articles. (4) Prepare a report on the chemistry of methanol, propanol, amyl); use chemistry teacher as a resource person. (5) Report on production of alcohol and its use in alcohol in beer, wines, or distilled liquors (fermentation, brewing, distillation). (6) Report on industrial uses of alcohol. (7) Define the following and relate to alcohol: analgesic, anesthetic, narcotic, irritant, depressant, and sedatives. <p>(See Drug Education Unit)</p>
<p>Alcohol is absorbed, oxidized and eliminated by the body.</p>	<p>Read and then prepare a jigsaw-type chart showing the ways alcohol takes into and through the body. Use the following as you put the chart together:</p> <ol style="list-style-type: none"> (1) What factors influence the absorption of alcohol in the stomach? (2) Does any absorption take place after alcohol enters into the duodenum?

Understand the interrelationships of alcohol and the human body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
contain	<p>Select for individual reports to class one of the following projects:</p> <ol style="list-style-type: none"> (1) Prepare a bibliography of books available in your community on alcohol and alcoholism for junior high school students. (2) Do the same with pamphlets. (3) Do the same with magazine articles. (4) Prepare a report on the chemistry of alcohol (ethanol, methanol, propanol, amyl); use chemistry or science teacher as a resource person. (5) Report on production of alcohol and percent of alcohol in beer, wines, or distilled beverages (fermentation, brewing, distillation). (6) Report on industrial uses of alcohol. (7) Define the following and relate to alcohol: analgesic, anesthetic, narcotic, irritant, dehydrant, depressant, and sedatives. <p>(See Drug Education Unit)</p>	<p>1.1 6.7 10.1 10.2</p>
oxi- by the	<p>Read and then prepare a jigsaw-type chart showing pathways alcohol takes into and through the body. Discuss the following as you put the chart together:</p> <ol style="list-style-type: none"> (1) What factors influence the absorption rate in the stomach? (2) Does any absorption take place after alcohol passes into the duodenum? 	<p>1.1 1.2 4.8 7.5 7.24 10.1</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Just as the body does something to alcohol, alcohol does something to the body.</p>	<p>(3) What is the significance of dilution?</p> <p>(4) What is the oxidation process and where does it take place?</p> <p>(5) What happens to the liver?</p> <p>(6) What happens to the alcohol not processed by the liver?</p> <p>(See Anatomy and Physiology Unit)</p> <p>Using the materials in the room students will give answers to the following and report on one of them is found:</p> <p>(1) Why is this statement an inaccuracy? Every time you take a drink a person becomes an alcoholic.</p> <p>(2) If this is inaccurate why do we have so many alcoholics in our mental institutions?</p> <p>(3) Does drinking harm the circulation?</p> <p>(4) Does drinking harm the digestion?</p> <p>(5) Does drinking harm the excretion?</p> <p>(6) What indications tell us that alcohol is showing? (Rate of metabolism, lowered body temperature, blackouts, etc.) What effect does alcohol have on the nervous system? (Judgment, self-control, reaction time) or--What does alcohol have on the behavior? (Reaction time, body coordination, endurance) or--How does alcohol affect the internal organs? (Impaired hearing, vision, etc.)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

- (3) What is the significance of dilution by the blood?
- (4) What is the oxidation process and where does it take place?
- (5) What happens to the liver?
- (6) What happens to the alcohol not oxidized by the liver?

(See Anatomy and Physiology Unit)

Using the materials in the room students search out answers to the following and report to class when any one of them is found:

- (1) Why is this statement an inaccurate statement:
Every time you take a drink a brain cell dies.
- (2) If this is inaccurate why do we have brain damaged alcoholics in our mental institutions?
- (3) Does drinking harm the circulatory system?
- (4) Does drinking harm the digestive system?
- (5) Does drinking harm the excretory system?
- (6) What indications tell us that the sedative effect of alcohol is showing? (Rate of breathing decreased, lowered body temperature, blackout) or--What effect does alcohol have on the brain--that is your behavior? (Judgment, self-control, emotional response, reaction time) or--What effects tell us that alcohol has interfered with motor control? (Reaction time, body coordination, accuracy, endurance) or--How does alcohol affect the sense organs? (Impaired hearing, vision, equilibrium)

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CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p>(7) Can alcohol cause death--if so,</p> <p>(8) Why don't all individuals react way?</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>(7) Can alcohol cause death--if so, how?</p> <p>(8) Why don't all individuals react to alcohol the same way?</p>	

COMPETENCY 11: Understand the use of alcohol in our society.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>People do or do not drink for a variety of reasons.</p>	<p>Break into buzz groups to compile a list of reasons why people do and do not drink. Bring the groups together and list on the board all the reasons. (Use recorders to report results of buzz group discussions.) Select a few reasons most common among high students. Assign to individual buzz groups for further investigation.</p> <p><u>Do drink:</u> gain acceptance, curiosity, rebellion against authority, limitation, something to do, effect, celebrations, friends influence, advertising.</p> <p><u>Don't drink:</u> gain acceptance, fear of ridicule, body, legal reasons (age, law), economic reasons, religious reasons, personal conviction.</p> <p>Discuss various attitudes about drinking in your community. Discuss social behavior of a person whose views on drinking differ from yours. How do attitudes about drinking (or alcohol) form?</p> <p>(See Mental Health Unit)</p> <p>Discuss why the following would be interested in you as an individual drink or not, are interested: temperance workers, liquor industry, employers, churches, social welfare agencies.</p>

the use of alcohol in our society.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Break into buzz groups to compile a list of reasons people do and do not drink. Bring the group back together and list on the board all the reasons suggested. (Use recorders to report results of buzz group discussions.) Select a few reasons most related to junior high students. Assign to individual buzz groups for further investigation.</p> <p><u>Do drink</u>: gain acceptance, curiosity, thrill, rebellion against authority, limitation, something to do, feel effect, celebrations, friends influence, movies, advertising.</p> <p><u>Don't drink</u>: gain acceptance, fear of result, harm to body, legal reasons (age, law), economic reasons, religious reasons, personal convictions, family stand.</p> <p>Discuss various attitudes about drinking represented in your community. Discuss social behavior toward the person whose views on drinking differ from one's own. How do attitudes about drinking (or anything else) form?</p> <p>(See Mental Health Unit)</p> <p>Discuss why the following would be interested in whether you as an individual drink or not, are an alcoholic or not: temperance workers, liquor industry, government, employers, churches, social welfare agencies.</p>	<p>1.1 1.2 1.5 1.20 1.25 4.1 5.2 6.3 7.4 7.24 10.1 10.2</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Alcohol may influence the roles and responsibilities of family members.</p> <p>Each religious group has an attitude toward its members' use of alcohol.</p>	<p>Investigate national and religious customs concerning the use of alcohol and throughout historical periods.</p> <p>Study the liquor laws in Washington (those relating to minors). Discuss attempts of society to control the</p> <p>Report on the Prohibition Amendment</p> <p>After reading, write a one-page essays of the misuse of alcohol inter responsibilities of parents in caring and psychological needs of children</p> <p>(See Family Health and Mental Health)</p> <p>Through reading and interviewing ministers, priests, parents, etc., investigate various religious faiths about drinking</p>

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>ce the ilities</p> <p>p has an members'</p>	<p>Investigate national and religious attitudes and customs concerning the use of alcohol in other countries and throughout historical periods.</p> <p>Study the liquor laws in Washington State (especially those relating to minors). Discuss legal and other attempts of society to control the use of alcohol.</p> <p>Report on the Prohibition Amendment and its effects.</p> <p>After reading, write a one-page essay on the possibilities of the misuse of alcohol interfering with the responsibilities of parents in caring for the physical and psychological needs of children.</p> <p>(See Family Health and Mental Health Units)</p> <p>Through reading and interviewing ministers, rabbis, priests, parents, etc., investigate the thinking of the various religious faiths about drinking.</p>	<p>1.1 4.14 1.2 6.5 1.4 10.2 1.24</p> <p>1.8 7.3 7.10</p>

COMPETENCY III: Support actions individually or as a community member created by the misuse of alcohol.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Excessive use of alcohol may result in illness and disease.</p>	<p>Send several representatives to local health centers (Firlands Sanatorium, Seattle; Lakeview, Spokane) to find out about the relationship between use of alcohol and tuberculosis. (Show relationship between use of alcohol and disturbed nutrition, poor physical makeup)</p> <p>Prepare the following reports on the effects of use of alcohol on the personality:</p> <ol style="list-style-type: none"> Using a visual aid of the brain show how the brain is affected by moderate drinking; show the effect. Show what happens when one drinks a larger amount and an extremely large amount. (See resource numbers 7.1 and 7.5) Report on the effect of chronic excessive drinking and its effects on intellectual functioning. Report on the effect of chronic excessive drinking on moral decline. Report on mental illness caused by drinking. <p>Find various definitions of alcoholism. Make posters to depict difference between social drinkers and alcoholics.</p> <p>Discuss statistics on alcoholism for your state, Washington, and the Nation.</p> <p>Discuss the possible causes of alcoholism.</p>

tions individually or as a community member to prevent or remedy problems the misuse of alcohol.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Send several representatives to local health department (Firlands Sanatorium, Seattle; Lakeview, Tacoma; Edgecliff, Spokane) to find out about the relationship of excessive use of alcohol and tuberculosis. (Show relationship of disturbed nutrition, poor physical makeup.)</p> <p>Prepare the following reports on the effect of excessive use of alcohol on the personality:</p> <ol style="list-style-type: none"> Using a visual aid of the brain show parts which are affected by moderate drinking; describe the effect. Show what happens when one drinks a larger amount and an extremely large amount. (See resource numbers 7.1 and 7.5) Report on the effect of chronic excessive drinking and its effects on intellectual functions. Report on the effect of chronic excessive drinking on moral decline. Report on mental illness caused by chronic excessive drinking. <p>Find various definitions of alcoholism. Students prepare posters to depict difference between social drinkers and alcoholics.</p> <p>Discuss statistics on alcoholism for your county, Washington, and the Nation.</p> <p>Discuss the possible causes of alcoholism.</p>	<p>1.5 1.11 1.12 1.24 3.1 4.2 5.2 6.8 7.11 8.9 9.1 10.1 10.2</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Present day alcohol problems and alcoholism may result from our attitude about drinking.</p>	<p>Chart the evolution of attitudes and our actions (attitudes come from experience plus a feeling about the experience; attitudes determine behavior.)</p> <p>Discuss how each of the following is related to drinking, the problem drinker:</p> <ul style="list-style-type: none"> scientific vocabulary, non-scientific vocabulary, jokes, cartoons, comic strips, seeing materials, individuals you like or do not like, do or do not drink, seeing someone intoxicated, etc. <p>Discuss why individuals who know how to control their sensory perception still drive after a while. Again discuss how attitudes are formed.</p> <p>(See Mental Health Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
o- y e	<p>Chart the evolution of attitudes and how attitudes affect our actions (attitudes come from experiences or ideas plus a feeling about the experience or idea and these attitudes determine behavior.)</p> <p>Discuss how each of the following influence your attitude about drinking, the problem drinker and the alcoholic:</p> <p>scientific vocabulary, non-scientific vocabulary, jokes, cartoons, comic strips, selection of reading materials, individuals you like or dislike who do or do not drink, seeing someone you like intoxicated, etc.</p> <p>Discuss why individuals who know how alcohol affects sensory preception still drive after drinking. (Develop idea that behavior is a result of knowledge <u>and</u> attitudes. Again discuss how attitudes are formed.)</p> <p>(See Mental Health Unit)</p>	<p>1.13 4.2 4.11 5.2 6.4 7.3 8.5 8.9 10.2</p>

COMPETENCY 1: Understand the interrelationships of alcohol and the body.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Alcohol has many uses.	<p>Give individual reports to class on the use of an early-day anesthetic (care should be taken that it is not too dramatic).</p> <p>Give individual reports to class on how alcohol is related to its physical or chemical properties (e.g., as a solvent, in pharmaceuticals, as a preservative, as a cleanser, cooking agent) and related to its physiological actions (protein denaturing effect, nervous system depressant, auxiliary source of energy, vasodilating agent, relaxant).</p>
Ethyl alcohol in alcoholic beverages is not a true food.	<p>Define food and review nutritional requirements of the body. In chart form compare various foods and beverages in nutrients.</p> <p>(See Nutrition Unit)</p> <p>Investigate the role of alcoholic beverages in maintaining body weight, and nutritional diseases.</p>
The effects of alcohol on the body depend upon many conditions or factors.	<p>Review if necessary the effects of moderate alcohol on digestive, excretory, circulatory and nervous system.</p> <p>Discuss the effects of alcohol on human behavior, self-control, emotional response, reaction time, accuracy and endurance.</p>

and the interrelationships of alcohol and the body.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Give individual reports to class on the use of alcohol as an early-day anesthetic (care should be taken that report is not too dramatic).</p> <p>Give individual reports to class on how alcohol is used related to its physical or chemical properties (compounding pharmaceuticals, solvent and preserving agent, skin cleanser, cooking agent) and related to its pharmacological actions (protein denaturing effect, central nervous system depressant, auxiliary source of energy, vasodilating agent, relaxant).</p>	<p>1.6 1.11 1.18 6.2 7.1</p>
<p>Define food and review nutritional requirements of the body. In chart form compare various foods and alcoholic beverages in nutrients.</p> <p>(See Nutrition Unit)</p>	<p>1.1 1.11 7.5 10.1</p>
<p>Investigate the role of alcoholic beverages in obesity, underweight, and nutritional diseases.</p>	
<p>Review if necessary the effects of moderate amounts of alcohol on digestive, excretory, circulatory, and nervous system.</p>	<p>1.1 1.2 1.4 1.18</p>
<p>Discuss the effects of alcohol on human behavior: judgment, self-control, emotional response, reaction time, accuracy and endurance.</p>	<p>4.7 4.8 7.25</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>One's reaction to alcohol is related to the alcohol concentration in the blood.</p>	<p>Discuss interrelationship of social drinking and loss of inhibitions when moderate and excessive amounts of alcohol have been consumed.</p> <p>Discuss the relationship of social drinking and accidents.</p> <p>Discuss why methyl alcohol is potentially fatal.</p> <p>Investigate why hangover effects occur.</p> <p>Investigate statistics available from government agencies showing the effect of use of alcohol on quality of life.</p> <p>Investigate the effects of prolonged alcohol consumption on the human body, especially the liver and heart.</p> <p>Discuss factors which cause some individuals to be more affected by drinking than at others. Discuss why some individuals are more affected than others by the same amounts of alcohol. What is the value of tolerance?</p> <p>Discuss why death can result from consumption of distilled beverages ingested all at once or over a period of time this amount will be fatal.</p> <p>Chart relationship between ounces of alcohol consumed and blood concentration.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss interrelationship of social drinking, dating, and loss of inhibitions when moderate and extensive amounts of alcohol have been consumed.</p> <p>Discuss the relationship of social drinking, driving, and accidents.</p> <p>Discuss why methyl alcohol is potentially fatal.</p> <p>Investigate why hangover effects occur.</p> <p>Investigate statistics available from life insurance companies showing the effect of use of alcohol on length of life.</p> <p>Investigate the effects of prolonged alcohol intake on the human body, especially the liver and brain.</p> <p>Discuss factors which cause some individuals sometimes to be more affected by drinking than at other times and why some individuals are more affected than others by the same amounts of alcohol. What is the value of knowing this?</p> <p>Discuss why death can result from consumption of a pint of distilled beverages ingested all at once whereas consumed over a period of time this amount will not cause death.</p> <p>Chart relationship between ounces of alcohol and blood concentration.</p>	<p>4.9 4.10 5.1 6.2 6.3 7.1 7.2</p>

COMPETENCY 11: Understand the use of alcohol in our society.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Many factors influence the decision to drink or not to drink.</p>	<p>Review why people drink and why people do not (psychological, physical, legal, economic, religious, and family influences). Compare drinkers' ideas and reasons non-drinkers do not drink with non-drinkers' reasons and vice versa. What is the implication?</p> <p>Discuss ways of saying "no" without "judging" or your declination. Discuss the rights of the non-drinker from being pressured to drink.</p> <p>Report on advertising's function in influencing alcohol drink and the various approaches used (bandwagon, propaganda, sex symbols, etc.).</p> <p>(See Consumer Health Unit)</p> <p>Select an advertisement dealing with alcohol and evaluate it using criteria previously developed by the class. The student then attempt to write an advertisement for alcohol information established as scientifically accurate.</p> <p>Discuss the restricting of advertisement of alcoholic beverages, (i.e., no distilled beverages advertised on T.V., etc.).</p> <p>Estimate the approximate cost to the individual drinking moderately, socially, or heavily.</p>

se of alcohol in our society.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>view why people drink and why people do not drink (psychological, physical, legal, economic, religious, and family influences). Compare drinkers' ideas of the reasons non-drinkers do not drink with non-drinkers' reasons and vice versa. What is the implication of this?</p> <p>Discuss ways of saying "no" without "judging" others in our declination. Discuss the rights of the non-drinker from being pressured to drink.</p> <p>Report on advertising's function in influencing one to drink and the various approaches used (band-wagon, propaganda, sex symbols, etc.).</p> <p>(See Consumer Health Unit)</p> <p>Select an advertisement dealing with alcohol and evaluate using criteria previously developed by the class. Each student then attempt to write an advertisement using information established as scientifically accurate.</p> <p>Discuss the restricting of advertisement of alcoholic beverages, (i.e., no distilled beverages advertised on TV., etc.).</p> <p>Estimate the approximate cost to the individual of drinking moderately, socially, or heavily.</p>	<p>1.1 1.2 1.4 1.5 1.9 1.10 1.23 4.6 4.15 7.4 7.8 7.24 7.25 8.11</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The use of alcohol affects our economy.</p>	<p>Debate the positive and negative effects of the use of alcohol on the economy. (Consider consumer dollar spent on alcohol; economic benefits in jobs involved in manufacturing, distribution, and consumption of beverages; taxes from sales of alcohol; cost to city for housing the inebriate in city and county jails; cost of traffic accidents; increase in insurance; cost in welfare related to broken homes and dependent children attributed to drinking patents; etc.)</p> <p>Develop for presentation the problem of the "Billion Hangover." Form committees to read, interview businessmen, interview public health employees, local officials, etc. In report, students bring out what a successful program for helping problem drinkers might be: Good working climate in a company, announced policy to help problem drinkers, referral of problem drinkers for help, support of community centers and services.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
5	<p>Debate the positive and negative effects of the use of alcohol on the economy. (Consider consumer dollar spent on alcohol; economic benefits in jobs involved in manufacturing, distribution, and consumption of beverages; taxes from sales of alcohol; cost to city for housing the inebriate in city and county jails; cost of traffic accidents; increase in insurance; cost in welfare related to broken homes and dependent children attributed to drinking patents; etc.)</p> <p>Develop for presentation the problem of the "Billion Dollar Hangover." Form committees to read, interview businessmen, interview public health employees, local officials, etc. In report, students bring out what a successful program for helping problem drinkers might be: Good working climate in a company, announced policy to help problem drinkers, referral of problem drinkers for help, support of community centers and services.</p>	<p>1.1 1.2 1.6 6.6 7.8 7.12 7.13 8.5 8.14 12.1 12.2 13.1</p>

COMPETENCY III: Support actions individually or as a community member to prevent or remedy problems created by the misuse of alcohol.

CONCEPTS (<i>Senior High</i>)	SAMPLE LEARNING EXPERIENCES
Alcoholism is a disease.	<p>After individual research, write a paper on the various points of alcoholism: a possible definition of alcoholism, the various theories on causes of alcoholism, possible treatments and degree of success each treatment may have.</p> <p>Discuss symptom progression of alcoholism and predict the decline that this decline can be predicted. (testimony, symptom progression charts.)</p> <p>Chart statistics showing the estimated number of alcoholics in the city, county, state, and nation for men, women, and "hidden" alcoholics.</p>
Alcoholics are found in all social groups.	<p>Discuss social groups in which alcoholics are found: skid row alcoholics; hidden alcoholics; women alcoholics. Interview a sampling of the community to find out the impression of which social groups alcoholics are found in. What influence might this knowledge have on the community's attitude toward alcoholism, not drinking, rehabilitation programs?</p>
Research indicates that there may be various types of alcoholics.	<p>Prepare posters to attempt to clarify the definitions of types of drinkers: social, occasional, problem drinker, alcoholic, types of alcoholics (primary, secondary, situational).</p>

ctions individually or as a community member to prevent problems created by the misuse of alcohol.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>After individual research, write a paper on the following points of alcoholism: a possible definition of alcoholism, the various theories on causes of alcoholism, the possible treatments and degree of success each seems to have.</p> <p>Discuss symptom progression of alcoholism and the assumption that this decline can be predicted. (teacher secure symptom progression charts.)</p> <p>Chart statistics showing the estimated number of alcoholics in the city, county, state, and nation. Chart for men, women, and "hidden" alcoholics.</p> <p>Discuss social groups in which alcoholics are found: skid row alcoholics; hidden alcoholics; women alcoholics. Interview a sampling of the community to find out their impression of which social groups alcoholics belong to. What influence might this knowledge have on drinking, alcoholism, not drinking, rehabilitation programs.</p> <p>Prepare posters to attempt to clarify the definitions of types of drinkers: social, occasional, problem, heavy, alcoholic, types of alcoholics (primary, secondary, situational).</p>	<p>1.1 1.5 1.13 1.14 1.15 1.16 1.17 1.20 2.2 4.2 4.3 4.9 4.10 4.11 4.13 5.3 7.1 7.4 7.9 7.11 7.14 7.15 7.16 7.17 7.18 7.19 7.21</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ne s in	<p>Discuss each characteristic: low frustration tolerance; inability to endure anxiety or tension; feelings of isolation; devaluated self-esteem; a tendency to act impulsively; repetitive acting out of conflicts; often extreme narcissism; self punitive behavior; somatic preoccupation; hypochondria.</p> <p>Review what was learned in the mental health and family health units in relation to prevention of the above characteristics.</p>	<p>7.22 7.24 7.25 8.1 8.3 8.9 8.10 9.1 12.2</p>
hy	<p>Explore community resources for meeting problems of alcoholism.</p> <p>(See Community Health Unit)</p> <p>Invite a physician who has worked with alcoholism to talk about the treatment of alcoholism.</p> <p>Investigate and report on the history, present status, and function of Alcoholics Anonymous. (Use books and articles, interview A.A. member, visit A.A. meeting.)</p> <p>Investigate what is being done to help the alcoholic and his family in Washington State. (Information and referral centers, various rehabilitation services such as A.A., Al-Anon, Recovery Houses, private and public treatment centers, court, pastoral and family counselors and private physicians.)</p>	<p>1.19 4.4 4.20 6.3 7.6 7.23 8.1 8.3 8.6 8.7 8.8</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Alcohol may contribute to deviant behavior.</p> <p>The use of alcohol may influence the family unit.</p>	<p>Prepare a bibliography of books, pamphlets, and other articles available in your community on alcohol and alcoholism for the adult reader.</p> <p>Give individual reports on the following diseases which sometimes appear in inebriates: beri-beri and pellagra; cirrhosis of the liver; venereal disease; tuberculosis; psychoses associated with alcoholism; pathological intoxication, delirium tremens.</p> <p>Define and give an example of felony, misdemeanor, offense, and liquor control violations.</p> <p>Report on incidence, possible cause, cost, laws and punishment of various types of deviant behavior related to the use of alcohol (i.e., public intoxication, driving while under the influence of alcohol, homicide by drunken driving, crimes of violence while under influence of alcohol.)</p> <p>Interview a lawyer or judge on the relationship of misuse of alcohol on divorce rates, problem children.</p> <p>Discuss the effects on children of parents who are drinkers: (parental role in child development, alcoholic parent-alcoholic children relationship).</p> <p>(See Family Health Unit)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Prepare a bibliography of books, pamphlets, and other articles available in your community on alcohol and alcoholism for the adult reader.</p>	
<p>Give individual reports on the following diseases which sometimes appear in inebriates: beri-beri and pellagra; cirrhosis of the liver; venereal disease; tuberculosis; psychoses associated with alcoholism; pathological intoxication, delirium tremens.</p>	
<p>Define and give an example of felony, misdemeanor, minor offense, and liquor control violations.</p>	<p>1.1 1.2 4.12</p>
<p>Report on incidence, possible cause, cost, laws affecting and punishment of various types of deviant behavior related to the use of alcohol (i.e., public intoxication, driving while under the influence of alcohol, homicide by drunken driving, crimes of violence while under the influence of alcohol.)</p>	<p>8.1 8.13</p>
<p>Interview a lawyer or judge on the relationship of the misuse of alcohol on divorce rates, problem children.</p>	<p>1.1 1.2 1.6</p>
<p>Discuss the effects on children of parents who are problem drinkers: (parental role in child development, alcoholic parent-alcoholic children relationship).</p>	<p>1.7 1.22 1.24 4.13</p>
<p>(See Family Health Unit)</p>	<p>4.14</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Driving and drinking can result in problems.</p>	<p>Secure a resource person to discuss the effect of alcoholism on the family.</p> <p>In light of what has been studied about the effect of alcohol on the human body, show which of these would interfere with driving ability.</p> <p>Investigate Washington State laws concerning drinking and driving, (field trip to State Patrol office or to State Patrol office, invite State Patrol officer to talk). Discuss this in relationship to right of person injured by a drinking driver.</p> <p>Interview a lawyer or judge on the legal procedure required to convict a person who was driving under influence of liquor.</p> <p>Report on the various chemical tests used to determine intoxication or ask a State Patrolman to discuss (alcometer, breathalyzer, intoximeter, drunkometer, blood tests, saliva tests, urine tests)</p> <p>Discuss how laws pertaining to the problem of drinking and driving might be improved to be more effective.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Secure a resource person to discuss the effect of alcoholism on the family.</p> <p>In light of what has been studied about the effects of alcohol on the human body, show which of these effects would interfere with driving ability.</p> <p>Investigate Washington State laws concerning drinking and driving, (field trip to State Patrol office, write to State Patrol office, invite State Patrol officer in to talk). Discuss this in relationship to rights of person injured by a drinking driver.</p> <p>Interview a lawyer or judge on the legal procedures required to convict a person who was driving under the influence of liquor.</p> <p>Report on the various chemical tests used to determine intoxication or ask a State Patrolman to discuss this. (alcometer, breathalyzer, intoximeter, drunkometer, blood tests, saliva tests, urine tests)</p> <p>Discuss how laws pertaining to the problem of drinking and driving might be improved to be more effective.</p>	<p>6.1 8.4 6.5 8.12 7.10</p> <p>1.1 1.2 1.21 1.22 4.1 4.5 4.16 4.21 6.9 6.10 7.25 8.2 11.1</p>

ALCOHOL EDUCATION RESOURCES

(Preview all films; review all materials)

The resource list is for both the elementary and secondary levels. Very little is at a reading level of elementary students, therefore, the resources are for the elementary level. The teacher can modify the information to relate to the level of understanding of his student. The resource is of elementary student reading or comprehension level and an * is placed before

1.0 BOOKS

- 1.1 McCarthy, Raymond G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY
- 1.2 Spalding, William B. and Montague, John R. ALCOHOL AND HUMAN AFFAIRS. World
- 1.3 Otto, James H. and others. MODERN HEALTH. Holt, 1963
- 1.4 McCarthy, Raymond C. DRINKING AND INTOXICATION - SELECTED READINGS IN SOCIAL CONTROLS. Yale Center of Alcohol Studies, 1963
- 1.5 Pittman, David J., and Snyder, Charles R. SOCIETY, CULTURE, AND DRINKING
- 1.6 Rice, Thurman and Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINKS, TOBACCO, NARCOTICS. Harper, 1952
- 1.7 Bernard, Harold. TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-Hill, 1957
- 1.8 Snyder, Charles R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF DRINKING AND PRESS, 1958
- 1.9 Sorenson, Herbert, and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-Hill
- 1.10 Engle, T. L. PSYCHOLOGY. World Book Company, 1957
- 1.11 Thompson, George N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1956
- 1.12 Coleman, James. ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott, Foresman, 19
- 1.13 Mann, Marty. NEW PRIMER ON ALCOHOLISM. Holt, 1958
- 1.14 Eisenstein, Victor W. NEUROTIC INTERACTION IN MARRIAGE. Basic Books, 195
- 1.15 Hume, Ruth Fox and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE AND TREATMENT
- 1.16 Chafetz, Morris E. and Demone, Harold W., Jr. ALCOHOLISM AND SOCIETY. Oxford Press, 1962
- 1.17 Jellinek, E. M. THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse, 1959
- 1.18 Chafetz, Morris E. LIQUOR, THE SERVANT OF MAN. Little, 1965
- 1.19 ALCOHOLICS ANONYMOUS. A. A. Publishing, 1952
- 1.20 Anderson, Dwight and Cooper, Page. THE OTHER SIDE OF THE BOTTLE. A. A. W
- 1.21 American Automobile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
- 1.22 McCarthy, Raymond G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBILITY
- 1.23 Straus, Robert and Bacon, Selden D. DRINKING IN COLLEGE. Yale University
- 1.24 Hirsh, Clarena and Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
- 1.25 Cain, Arthur. YOUNG PEOPLE AND DRINKING. Day, 1963

ALCOHOL EDUCATION RESOURCES

(Preview all films; review all materials)

for both the elementary and secondary levels. Very little is available on the elementary students, therefore, the resources are for the elementary teacher and information to relate to the level of understanding of his students. Where a primary student reading or comprehension level an * is placed before the reference.

- Raymond G. (Ed.). ALCOHOL EDUCATION FOR CLASSROOM AND COMMUNITY. McGraw-Hill, 1964
- William B. and Montague, John R. ALCOHOL AND HUMAN AFFAIRS. World Book, 1949
- H. and others. MODERN HEALTH. Holt, 1963
- Raymond C. DRINKING AND INTOXICATION - SELECTED READINGS IN SOCIAL ATTITUDES AND Yale Center of Alcohol Studies, 1963
- David J., and Snyder, Charles R. SOCIETY, CULTURE, AND DRINKING PATTERNS. Wiley, 1962
- and Harger, Rolla N. EFFECTS OF ALCOHOLIC DRINKS, TOBACCO, SEDATIVES, AND Harper, 1952
- Holt. TOWARD BETTER PERSONAL ADJUSTMENT. McGraw-Hill, 1957
- Les R. ALCOHOL AND THE JEWS: A CULTURAL STUDY OF DRINKING AND SOBRIETY. Free
- Robert, and Malm, Marguerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
- PSYCHOLOGY. World Book Company, 1957
- George N. (Ed.). ALCOHOLISM. Charles C. Thomas, 1956
- es. ABNORMAL PSYCHOLOGY AND MODERN LIFE. Scott, Foresman, 1964
- NEW PRIMER ON ALCOHOLISM. Holt, 1958
- Victor W. NEUROTIC INTERACTION IN MARRIAGE. Basic Books, 1956
- ox and Lyon, Peter. ALCOHOLISM, ITS SCOPE, CAUSE AND TREATMENT. Random House, 1955
- ris E. and Demone, Harold W., Jr. ALCOHOLISM AND SOCIETY. Oxford University
- M. THE DISEASE CONCEPT OF ALCOHOLISM. Hillhouse, 1959
- ris E. LIQUOR, THE SERVANT OF MAN. Little, 1965
- ANONYMOUS. A. A. Publishing, 1952
- Wright and Cooper, Page. THE OTHER SIDE OF THE BOTTLE. A. A. Wyn., 1950
- Automobile Association. SPORTSMANLIKE DRIVING. McGraw-Hill
- Raymond G. and Douglas, Edgar M. ALCOHOL AND SOCIAL RESPONSIBILITY. Crowell, 1949
- ert and Bacon, Selden D. DRINKING IN COLLEGE. Yale University Press, 1953
- ena and Hirsh, Selma G. ALCOHOL EDUCATION. Schuman, 1952
- r. YOUNG PEOPLE AND DRINKING. Day, 1963

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

2.2 Alcoholism

3.0 FILMSTRIPS

3.1 Alcohol and Your Health, SVE

4.0 FILMS

4.1 What About Drinking, WSH
4.2 What About Alcoholism, WSH
4.3 David--Profile of a Problem Drinker, WSH
4.4 Problem Drinkers, McG
4.5 None For The Road, WSH
4.6 Should You Drink, McG
4.7 Alcohol and The Human Body, WSH
4.8 Alcohol and You, WSH
4.9 Alcoholism, WSH
4.10 Profile of an Alcoholic, WSH
4.11 To Your Health, WSH
4.12 For Those Who Drink, WSH
4.13 In Time of Trouble, WSH
4.14 Out of Orbit, WSH
4.15 Kid Brother, WSH
4.16 Verdict At 1:32, Assoc
4.17 The Owl and Mr. Jones, WSH
4.20 New Road Ahead, WSH
4.21 The Bottle and the Throttle, Davis

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

5.1 Test Your Alcohol Quotient
5.2 How Teens Set The Stage For Alcoholism
5.3 To Your Health

6.0 QUARTERLY JOURNAL OF STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

6.1 March, 1965 (pp. 63-67)

NEW YORKER MAGAZINE

6.2 Roueche, Berton. "Annals of Medicine". January 9, 1960

6.3 Roueche, Berton. "Annals of Medicine". January 16, 1966

ANNALS - AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3937 CHESTNUT PENNSYLVANIA

6.5 Alcoholism and the Family

TODAY'S HEALTH

6.4 Block, Marvin, A., M. D. "Teen-Age Drinking: Whose Responsibility". May

6.6 Earle, Howard. "They're Helping the Alcoholic Worker". December, 1960

6.7 Gibson, John E. "Science Looks at Liquor". February, 1963

6.8 Hein, Fred B. "How Teens Set the Stage for Alcoholism". June, 1962

6.9 McAuliffe, William J., Jr. "Drunken Drivers are Getting Away with Murde

JOURNAL OF PUBLIC HEALTH

6.10 Waller, Julian A. "Use and Misuse of Alcoholic Beverages as a Factor in July, 1966

7.0 ASSOCIATION FOR ADVANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, GRAND AVENUE, LANSING, MICHIGAN 48914

7.25 Alcohol and the Adolescent (reprint)

RUTGERS UNIVERSITY CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY

7.1 How Alcohol Affects the Body

7.2 A Discussion Guide for Questions About Alcohol, No. 1 - The Physiological

STUDIES ON ALCOHOL, NEW HAVEN, CONNECTICUT

-67)

Annals of Medicine". January 9, 1960
Annals of Medicine". January 16, 1966

ACADEMY OF POLITICAL AND SOCIAL SCIENCE, 3937 CHESTNUT STREET, PHILADELPHIA,

Family

M. D. "Teen-Age Drinking: Whose Responsibility". May, 1961
ey're Helping the Alcoholic Worker". December, 1960
cience Looks at Liquor". February, 1963
Teens Set the Stage for Alcoholism". June, 1962
J., Jr. "Drunken Drivers are Getting Away with Murder". June, 1961

HEALTH

"Use and Misuse of Alcoholic Beverages as a Factor in Motor Vehicle Accidents"

ANCEMENT OF INSTRUCTION ABOUT ALCOHOL AND NARCOTICS, C/O RALPH DANIEL, 212 SOUTH
ING, MICHIGAN 48914

blescent (reprint)

CENTER OF ALCOHOL STUDIES, NEW BRUNSWICK, NEW JERSEY 08903

s the Body
for Questions About Alcohol, No. 1 - The Physiological Effects of Alcohol

- 7.3 A Discussion Guide for Questions About Alcohol, No. 2 - Community Opinions on Alco
- 7.4 A Discussion Guide for Questions About Alcohol, No. 3 - Individual Attitudes Towar
- 7.5 What the Body Does With Alcohol
- 7.6 What People Do About Alcohol Problems

NATIONAL COUNCIL ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103rd STREET, NEW YO

- 7.9 Thirteen Steps to Alcoholism
- 7.10 Do's and Don't's
- 7.11 Alcoholism Is A Disease
- 7.12 Alcoholism: An Employee Health Problem

AFL-CIO, 2800 1st AVENUE, SEATTLE, WASHINGTON

- 7.13 What Every Worker Should Know About Alcoholism

NORTH DAKOTA COMMISSION ON ALCOHOLISM, STATE CAPITOL, BISMARCK, NORTH DAKOTA

- 7.24 Alcohol in Our Society

SHADEL HOSPITAL, 12001 AMBAUM BOULEVARD S.W., SEATTLE, WASHINGTON

- 7.14 The Nature and Significance of Brain Damage from Alcoholism
- 7.15 "Hidden" Alcoholics
- 7.16 The Road to Alcoholism
- 7.17 Our Social Alcoholics (Reprint)
- 7.18 Alcoholism, Diagnosis and Treatment

ALCOHOL PROBLEMS ASSOCIATION, ARCADE BUILDING, SEATTLE, WASHINGTON

- 7.19 Why Wait Until Five Minutes to Twelve
- 7.23 Services of Seattle Committee on Alcoholism
- 7.8 The City America Could Build

e for Questions About Alcohol, No. 2 - Community Opinions on Alcohol Problems
e for Questions About Alcohol, No. 3 - Individual Attitudes Toward Alcohol
s With Alcohol
out Alcohol Problems

ON ALCOHOLISM, PUBLICATIONS DIVISION, 2 EAST 103rd STREET, NEW YORK 29, NEW YORK

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AVENUE, SEATTLE, WASHINGTON

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ASSOCIATION, ARCADE BUILDING, SEATTLE, WASHINGTON

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Could Build

SEATTLE-KING COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC AFFAIRS
WASHINGTON

- 7.21 You Can Avoid Alcoholism
- 7.22 Thirteen Steps to Alcoholism

WORLD HEALTH ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL
2960 BROADWAY, NEW YORK, N. Y. 10027

- 7.25 World Health (Special Issue on Alcohol)

8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC AFFAIRS
WASHINGTON 98501

- 8.1 Vandre, Vincent, "Alcohol the Common Responsibility," Focus
- 8.2 Hughes, Nick, "Are Highway Killers Always Good Guys," Focus
- 8.3 Linsky, Arnold S. and Kurle, Milo D., "Community Attitudes and
- 8.4 "Love and Marriage and Alcoholism."
- 8.5 Biennium Report. Alcoholism Section.
- 8.6 Focus On Alcoholism (Bi-monthly publication)
- 8.7 List of Agencies and Groups Helping Resolve Problem of Alcohol
- 8.8 Facts About T.B. and Alcoholism: The Dual Illness
- 8.9 Alcoholism Fact Sheets
- 8.10 Phases in Alcoholic Addiction in Males
- 8.11 Teen-Age Drinking (Focus Reprint)
- 8.12 Is Alcoholism Grounds for Divorce (Focus Reprint)

WASHINGTON STATE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION

- 8.13 Liquor Control Laws and Regulations
- 8.14 Annual Report

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK

- 9.1 Alcoholism: A Sickness That Can Be Beaten

COUNTY HEALTH DEPARTMENT, ALCOHOLISM SECTION, PUBLIC SAFETY BUILDING, SEATTLE

Alcoholism
to Alcoholism

ORGANIZATION, COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE,
NEW YORK, N. Y. 10027

Special Issue on Alcohol)

TE DEPARTMENT OF HEALTH, ALCOHOL SECTION, PUBLIC HEALTH BUILDING, OLYMPIA
501

t, "Alcohol the Common Responsibility," Focus
'Are Highway Killers Always Good Guys," Focus
S. and Kurle, Milo D., "Community Attitudes and Knowledge of Alcoholism."
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ing (Focus Reprint)
Grounds for Divorce (Focus Reprint)

TE LIQUOR CONTROL BOARD, GENERAL ADMINISTRATION BUILDING, OLYMPIA, WASHINGTON 98501

Laws and Regulations

PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

Sickness That Can Be Beaten

10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

10.1 Facts About Alcohol

10.2 What You Should Know About Smoking and Drinking

11.0 NATIONAL SAFETY COUNCIL, 425 NORTH MICHIGAN AVENUE, CHICAGO, ILLINOIS 60611

11.1 Accident Facts (current year)

12.0 LICENSED BEVERAGE INDUSTRIES, INC., 155 EAST 44TH STREET, NEW YORK, NEW YORK 10017

12.1 What is LBI?

12.2 What We Believe About Abstinence, Drinking, Drunkenness, and Alcoholism

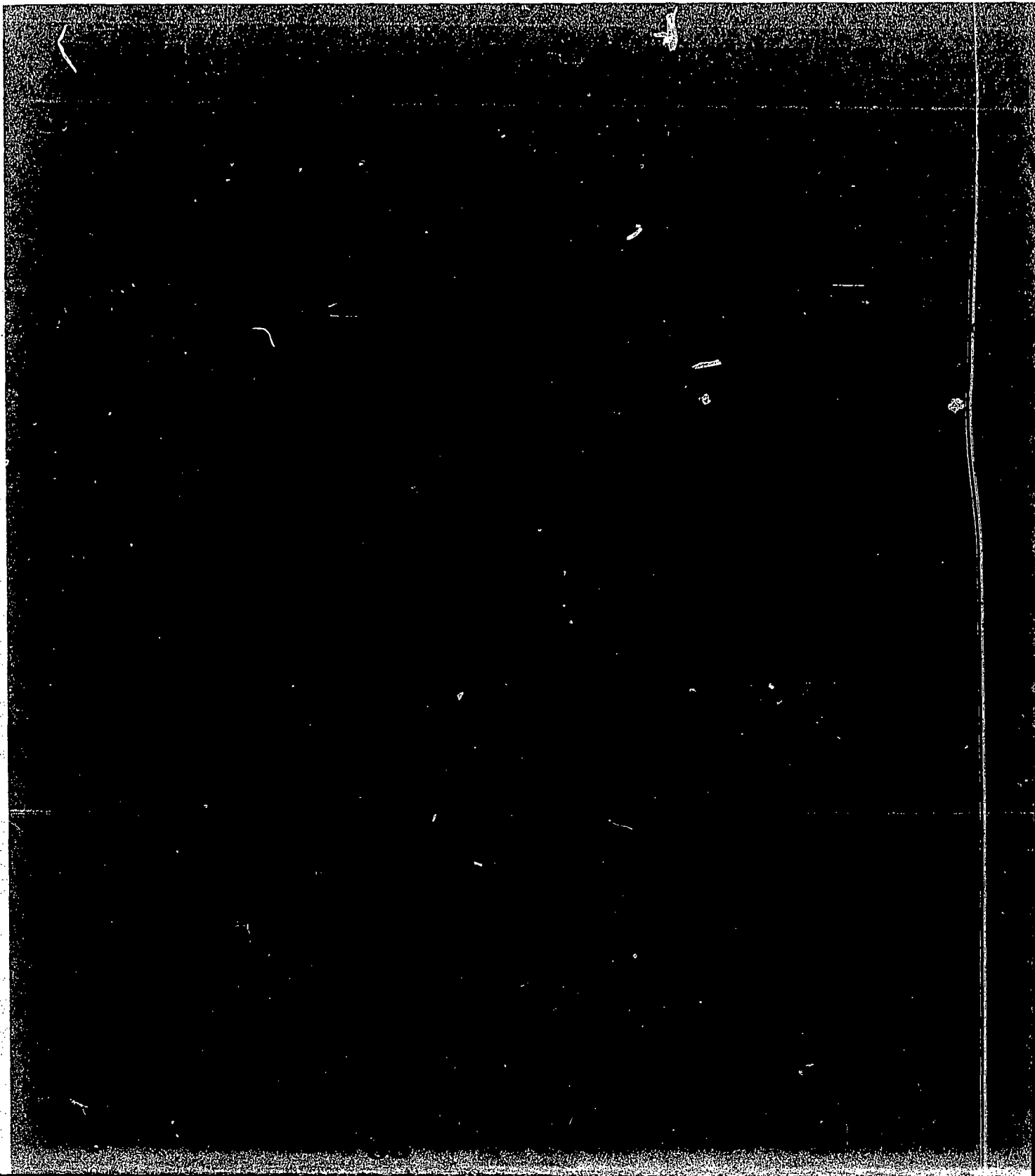
12.3 Some Random Thoughts on Alcohol Education (reprint from Journal of School Health)

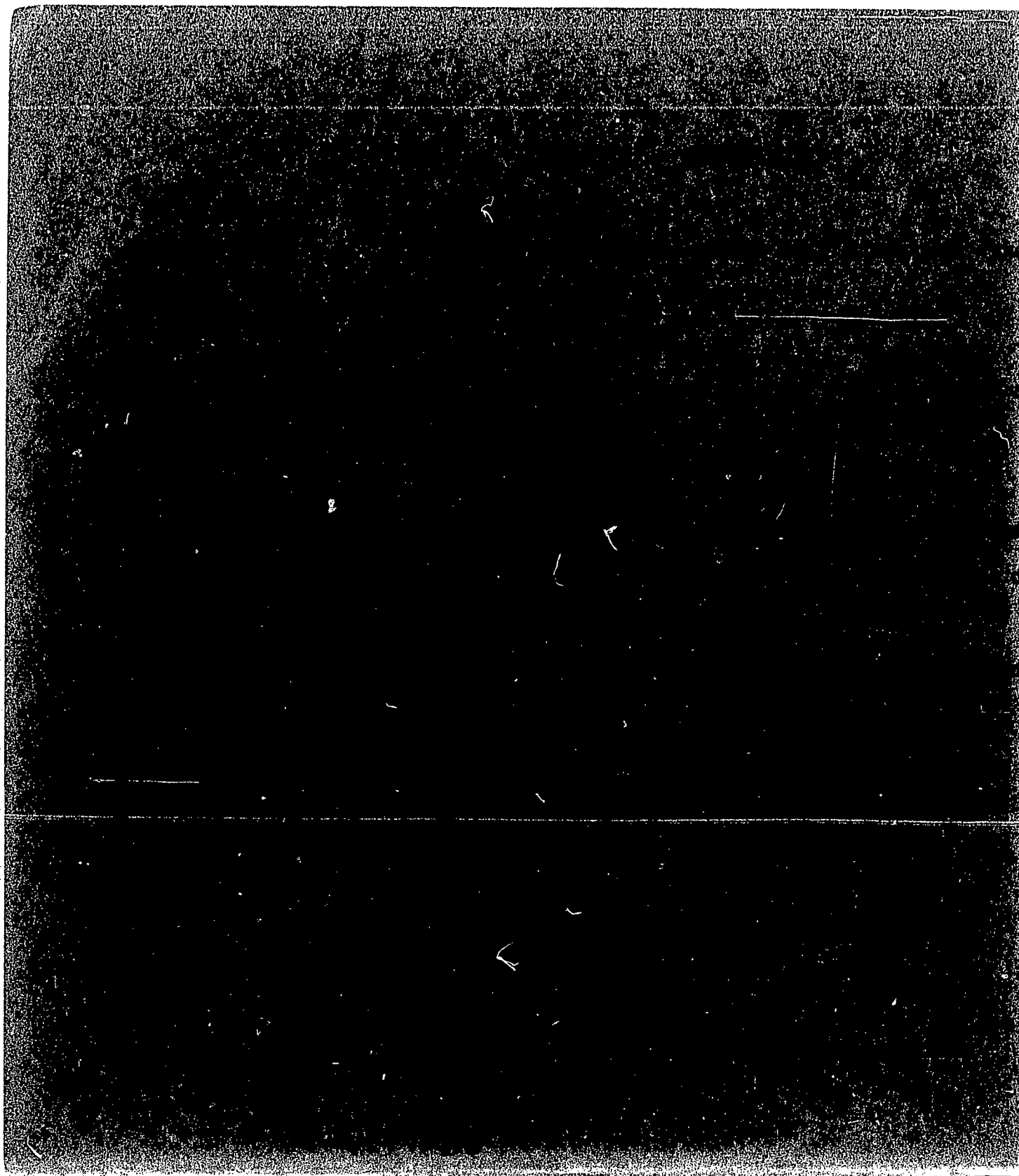
12.4 About Alcohol and Narcotics (reprint from Association for the Advancement of Instruction
About Alcohol and Narcotics)

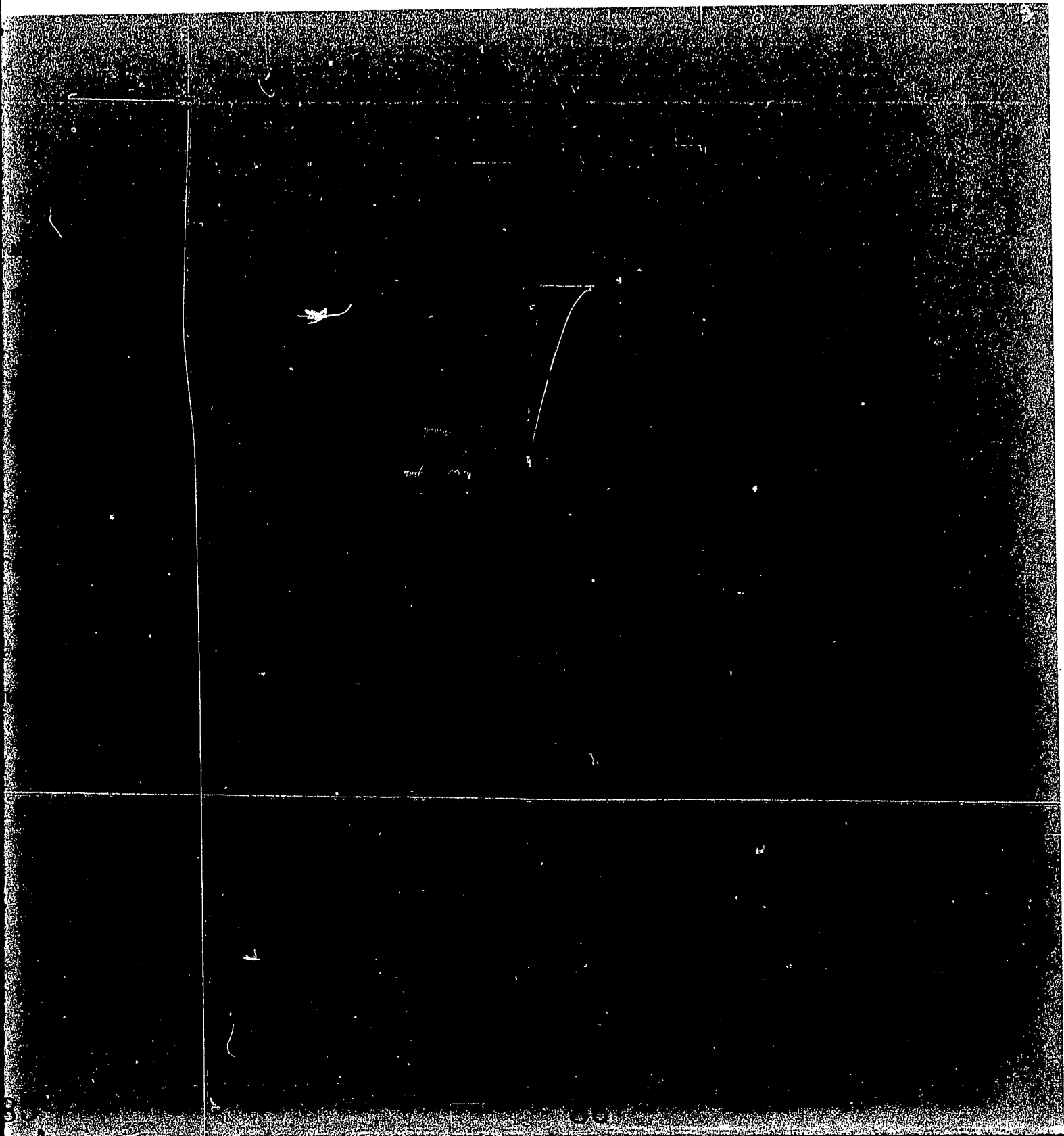
12.5 The Physiology of Alcohol (reprint from Journal of A.M.A.)

13.0 KEMPER INSURANCE, 4750 SHERIDAN ROAD, CHICAGO 40, ILLINOIS

13.1 What to do About the Employee with a Drinking Problem







COMPETENCY 1: Understand and appreciate the basic structure, function of all living tissue.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Regardless of functions, every cell has basic structural similarities.</p> <p>Cells of similar structure combine to form tissues which perform a complex task single tissues cannot perform.</p> <p>Systems are combinations of organs, or parts of organs, working together to perform those functions necessary to sustain life of the entire body.</p>	<p>Prepare and examine a number of slides of cells (skin, blood, onion skin, etc.); draw cells.</p> <p>Locate specific types of tissue within the body (i.e. muscles, skin, cartilage in nose, mouth, throat lining, bone, hair, fin, etc.)</p> <p>Examine a beef heart minutely observing the tissues that make up these organs.</p> <p>Dissect a frog (or other animal) to find systems and tissues.</p> <p>Construct models of various organs.</p> <p>Draw organs and label parts.</p> <p>Examine model of the human body.</p> <p>Dissect frog to find major body systems.</p>

and and appreciate the basic structure, function and developmental patterns living tissue.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
	Prepare and examine a number of slides of living or dead cells (skin, blood, onion skin, etc.); draw examined cells.	1.1	4.5
		1.2	6.14
		1.3	6.15
		1.8	
	Locate specific types of tissue within the student's own body (i.e. muscles, skin, cartilage in nose, ear, tendons, mouth, throat lining, bone, hair, fingernails, etc.)	1.9	
		1.21	
		4.1	
		4.2	
	Examine a beef heart minutely observing the various tissues that make up these organs.	1.2	
		1.4	
		1.5	
	Dissect a frog (or other animal) to find specific organs and tissues.	4.7	
		5.7	
	Construct models of various organs.		
	Draw organs and label parts.		
	Examine model of the human body.	1.1	4.12
		1.2	4.19
	Dissect frog to find major body systems.	1.3	5.7
		1.4	6.19
		1.21	6.20
		1.29	6.21
		4.9	6.23
		4.10	6.24
		4.11	6.25

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The degree of effectiveness of any single body system depends upon the effectiveness of other systems.</p>	<p>Select one system and summarize its function, structure, and report on recent research findings related to that system.</p> <p>Discuss result of one system's loss of effectiveness on the other systems. (emphysema, lung removal, an eye, anemia, mental illness, etc.)</p> <p>Demonstrate with animals the effect of deficiencies on white rats or the effect of deprivation of oxygen by placing rats or mice in a closed container for a period of time or discuss effect on body.</p> <p>(See Smoking Education, Alcohol Education and Drug Education Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Select one system and summarize its functions, draw its structure, and report on recent research findings related to that system.</p> <p>Discuss result of one system's loss of effectiveness on the other systems. (emphysema, lung removal, loss of an eye, anemia, mental illness, etc.)</p> <p>Demonstrate with animals the effect of dietary deficiencies on white rats or the effect of deprivation of oxygen by placing rats or mice in a closed glass container for a period of time or discuss effects of drugs on body.</p> <p>(See Smoking Education, Alcohol Education, Nutrition and Drug Education Units)</p>	<p>6.26 6.29 6.57</p> <p>4.14 4.20 4.22</p>

COMPETENCY 11: Understand and appreciate the organization of and interrelationships of body systems.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The varied functions of the skeletal system are possible because of the unique design and manner in which bones and muscles interact.</p> <p>The functions of the cardiovascular and respiratory systems are interdependent.</p>	<p>Compare the various extent and limitation in different joints - ball and socket of hip, pivot of knee, pivot of head on neck. (Discuss relationship to posture, sprains, dislocations.)</p> <p>Using a bone joint from butcher shop, examine periosteum, cartilage, ligament, interior. Discuss each in relationship to healing of bone. Discuss relationship of this to why a wall is used.</p> <p>Obtain x-ray negatives of bone structure of youth, adult, elderly adult. (compare and observe bone fractures, study body design)</p> <p>Trace the route of an oxygen molecule from the air into the body until it is eliminated (can be a particle of food, or simply trace a drop of blood starting at any point until its return to the heart, i.e., the left auricle)</p> <p>Report on the history, problems and use of blood transfusions. Discuss blood types.</p> <p>Invite a medical technologist to discuss the blood and their uses.</p> <p>(See Smoking and Health, Respiratory Disease, Heredity and Environment Units)</p>

stand and appreciate the organization of and interrelationship among the systems.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
the	Compare the various extent and limitations of movement in different joints - ball and socket of shoulder, hinge of knee, pivot of head on neck. (Discuss in relation to posture, sprains, dislocations.)	1.1 1.3 1.4 1.21 4.13
nd	Using a bone joint from butcher shop, examine marrow, periosteum, cartilage, ligament, interior structure. Discuss each in relationship to healing of bone fracture. Discuss relationship of this to why a walking cast is used.	4.29 5.7 6.57 7.10
	Obtain x-ray negatives of bone structure of a child, youth, adult, elderly adult. (compare calcification, observe bone fractures, study body design, etc.)	
i-	Trace the route of an oxygen molecule from its entry into the body until it is eliminated (can be done with a particle of food, or simply trace a drop of blood starting at any point until its return to that point, i.e., the left auricle)	1.1 6.61 1.3 7.10 1.4 11.6 1.19 11.7 1.21 1.22
	Report on the history, problems and use of blood transfusions. Discuss blood types.	2.4 4.9 4.10
	Invite a medical technologist to discuss the parts of the blood and their uses.	4.17 4.18 4.21
	(See Smoking and Health, Respiratory Disease, Heart Disease, Heredity and Environment Units)	5.7 6.57

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>All food must be broken down (digested) into four basic forms-- glucose, amino acids, fatty acids, and glycerine-- to be utilized by the cells.</p> <p>Normal body function depends upon a delicate balance of hormones from endocrine glands.</p> <p>Understanding the nervous system gives us practical tools to influence our behavior.</p>	<p>Trace the path of several different types of food from the mouth to the cells or to excretion.</p> <p>Investigate experiments which have tried to determine why we get hungry. Include report on fasts.</p> <p>Show through discussion the foods which will be most beneficial of the four basic forms for cell utilization.</p> <p>Draw and label the parts of the digestive system. Discuss problems of the digestive system and propose solutions to these problems.</p> <p>(See Nutrition Unit)</p> <p>Discuss types and purposes of basal metabolism.</p> <p>Report on the various effects of "hyper" or "hypo" activity of the different endocrine glands.</p> <p>(See Family Health Unit)</p> <p>Draw and label an individual neuron and the simple reflex and learned response.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Trace the path of several different types of food from the mouth to the cells or to excretion.</p> <p>Investigate experiments which have tried to determine why we get hungry. Include report on fasting records.</p> <p>Show through discussion the foods which will yield each of the four basic forms for cell utilization.</p> <p>Draw and label the parts of the digestive system. Discuss problems of the digestive system and preventions of these problems.</p> <p>(See Nutrition Unit)</p>	<p>1.1 1.3 1.4 1.21 4.11 4.20 6.16 6.20 6.21 6.57 7.10</p>
<p>Discuss types and purposes of basal metabolism tests.</p> <p>Report on the various effects of "hyper" or "hypo" activity of the different endocrine glands.</p> <p>(See Family Health Unit)</p>	<p>1.1 4.27 1.3 6.17 1.4 6.18 1.10 6.57 1.21 7.10 4.23 4.24</p>
<p>Draw and label an individual neuron and the pathways of simple reflex and learned response.</p>	<p>1.1 1.30 1.14 4.7 1.17 4.8 1.21 4.12 1.23 4.16 1.25 4.23</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p>Demonstrate reflex actions: eyes blink when an object is suddenly brought close; hand jerks away from source of pain (pin prick). Discuss why a doctor checks reflexes.</p> <p>Relate stimulus-response phenomenon to advertising.</p> <p>Report on eye and ear surgery developed in the last decade.</p> <p>Demonstrate conditional response (i.e., have student mark a line each time teacher says "write." Teacher begins to tap loudly as "write" is spoken. After a time see how many students will mark a line if only loud tap is given). Discuss this in relation to learning-- the role of motivation and drill in learning various tasks.</p> <p>Analyze a habit; how did it develop; how can you change a habit; what determines a need to change.</p> <p>Report on scuba diving, deep sea diving, diving in "bell," etc.; tie reports to voluntary and involuntary nervous control of breathing.</p> <p>(See Mental Health and Safety Education Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Demonstrate reflex actions: eyes blink when an object is suddenly brought close; hand jerks away from source of pain (pin prick). Discuss why a doctor checks reflexes.</p> <p>Relate stimulus-response phenomenon to advertising.</p> <p>Report on eye and ear surgery developed in the last decade.</p> <p>Demonstrate conditional response (i.e., have students mark a line each time teacher says "write." Teacher begins to tap loudly as "write" is spoken. After a time see how many students will mark a line if only the loud tap is given). Discuss this in relation to learning-- the role of motivation and drill in learning various tasks.</p> <p>Analyze a habit; how did it develop; how can you change a habit; what determines a need to change.</p> <p>Report on scuba diving, deep sea diving, diving in "bell," etc.; tie reports to voluntary and involuntary nervous control of breathing.</p> <p>(See Mental Health and Safety Education Units)</p>	<p>4.24 6.29 4.25 6.30 4.26 6.34 4.41 6.57 4.48 7.10 5.11 11.20 6.3 11.21 6.4 6.5 6.24</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Review structure and function of the male and female reproductive systems in the reproduction of the species, showing similarities as well as differences.</p> <p>Discuss the differences in chronological onset of puberty between the sexes with special emphasis upon the normal range of difference within the sexes.</p> <p>(See Family Health Unit)</p>	<p>1.1 5.6 1.3 6.57 1.4 7.7 1.7 7.8 4.15 7.10 4.28 4.30 4.33 4.34 4.36 5.1 5.2</p>

COMPETENCY III: Evaluate continually available data to understand the potential of the body and appreciate the range of individual differences.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Adolescent growth patterns affect both physical and emotional development.	<p>Discuss through the use of a growth chart like Wetzel Grid, types of body builds, normal versus abnormal growth progression, age-height-weight-related growth spurts, rate of growth and sex differences in growth. Discuss problems which may arise from lack of understanding of these differences.</p> <p>Discuss differences between physical and emotional maturity.</p> <p>Invite counselor to discuss changes in emotional development with onset of puberty.</p> <p>Invite resource person to discuss sports potential and limitations of junior high students.</p> <p>(See Family Health, Mental Health and Heredity Environment Units).</p>
Deviation from normal physical structure, because of disease, accident, malformation, demands temporary or permanent adjustments.	<p>Organize a field trip to physical and occupational therapy wing of a local hospital.</p> <p>Invite physical or occupational therapist to discuss these careers.</p>

evaluate continually available data to understand the potentials and limitations of the body and appreciate the range of individual differences.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>patterns and growth.</p> <p>malnutrition, malnutrition, malnutrition</p> <p>ent</p>	<p>Discuss through the use of a growth chart like the Wetzel Grid, types of body builds, normal versus abnormal growth progression, age-height-weight-relationships, growth spurts, rate of growth and sex differences in growth. Discuss problems which may arise from lack of understanding of these differences.</p> <p>Discuss differences between physical and emotional maturity.</p> <p>Invite counselor to discuss changes in emotional outlook with onset of puberty.</p> <p>Invite resource person to discuss sports potentials and limitations of junior high students.</p> <p>(See Family Health, Mental Health and Heredity and Environment Units)</p> <p>Organize a field trip to physical and occupational therapy wing of a local hospital.</p> <p>Invite physical or occupational therapist to discuss these careers.</p>	<p>1.7 1.28 4.37 4.38 5.3 5.4 7.1 7.2 7.3 7.4</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p data-bbox="1102 1170 1727 1273">Report on people who have overcome gr (i.e., Helen Keller, Beethoven, Glenn Barney Ross, F.D. Roosevelt).</p> <p data-bbox="1137 1297 1558 1337">(See Health Careers Unit)</p> <p data-bbox="1102 1368 1727 1408">Discuss protection against diseases a</p> <p data-bbox="1137 1432 1593 1473">(See Safety Education Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Report on people who have overcome great handicaps (i.e., Helen Keller, Beethoven, Glenn Cunningham, Barney Ross, F.D. Roosevelt).</p> <p>(See Health Careers Unit)</p> <p>Discuss protection against diseases and accidents.</p> <p>(See Safety Education Unit)</p>	

COMPETENCY IV: Select health behaviors which reflect an understanding human body.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>During adolescence, regular exercise suited to individual needs and interests becomes especially important.</p> <p>Rest is needed by the body.</p>	<p>Interpret physical fitness tests and results.</p> <p>Stress the importance of regular exercise for development, endocrine balance, tension, maintenance, posture, general appearance.</p> <p>Perform laboratory tests to see whether there is a difference in pulse, recovery and respiratory rate between athletes, those who participate in sports activities and those who do not participate in activities during leisure time.</p> <p>Discuss lack of agreement on individual needs for relaxation, rest and sleep.</p> <p>Make a class chart on types of fatigue, possible preventions and possible ways to deal with various types of fatigue.</p> <p>Report on findings of sleep laboratory experiments on the phenomenon of sleep, sleep teaching, brain activity through sleep deprivation.</p> <p>Report on scientific investigation of dreams.</p>

t health behaviors which reflect an understanding and appreciation of the body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ular vi- s r-	Interpret physical fitness tests and results.	1.3 7.5 1.5 7.6
	Stress the importance of regular exercise in: muscle development, endocrine balance, tension, weight maintenance, posture, general appearance.	1.15 8.1 2.1 13.2 2.2 2.3
	Perform laboratory tests to see whether there is a difference in pulse, recovery and respiratory rates of athletes, those who participate in sports but not competition and those who do not participate in any physical activity during leisure time.	4.20 4.40 4.42 5.5 5.8
	Discuss lack of agreement on individual needs for relaxation, rest and sleep.	13.1 13.2
	Make a class chart on types of fatigue, possible causes, possible preventions and possible ways to relieve the various types of fatigue.	
	Report on findings of sleep laboratory experiments--phenomenon of sleep, sleep teaching, brain washing through sleep deprivation.	
	Report on scientific investigation of dreams.	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Posture is the way an individual uses his body, thus it reflects his physical, mental and emotional condition.</p> <p>Grooming may affect physical and emotional well being.</p>	<p>Role-play that posture is dynamic, that posture for every physical activity-- sitting, walking, running, jumping, etc.</p> <p>Demonstrate proper lifting, pushing, pulling techniques, etc.</p> <p>Discuss changes in ideas concerning good posture over the years in the United States. Compare to other cultures: Australian aborigines, Eskimos, Europeans, etc.</p> <p>Develop criteria for evaluating products. Select a product (deodorants, hair oil, etc.) Select and read an article on the product; evaluate. Collect two advertisements on product and advertisement.</p> <p>(See Mental Health and Consumer Health)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Role-play that posture is dynamic, that there is a posture for every physical activity-- sitting, standing, walking, running, jumping, etc.</p> <p>Demonstrate proper lifting, pushing, pulling, ironing techniques, etc.</p> <p>Discuss changes in ideas concerning good grooming over the years in the United States. Compare present customs to other cultures: Australian aborigines, African bush natives, Eskimos, Europeans, etc.</p> <p>Develop criteria for evaluating products used in grooming. (deodorants, hair oil, etc.) Select a product and read an article on the product; evaluate information. Collect two advertisements on product and evaluate advertisement.</p> <p>(See Mental Health and Consumer Health Units)</p>	<p>5.5 7.2</p> <p>7.11</p> <p>7.12</p> <p>6.44</p> <p>6.50</p> <p>6.51</p> <p>7.1</p> <p>1.10 7.1</p> <p>2.8 7.2</p> <p>4.3 7.11</p> <p>4.32 7.12</p> <p>4.44 7.13</p> <p>4.46 11.1</p> <p>4.47 11.2</p> <p>5.9 11.3</p> <p>5.12 11.4</p> <p>5.13 13.1</p> <p>5.14 13.3</p> <p>5.15</p> <p>6.23</p> <p>6.40</p> <p>6.42</p> <p>6.43</p> <p>6.45</p> <p>6.46</p> <p>6.47</p> <p>6.48</p> <p>6.49</p> <p>6.60</p>

COMPETENCY 1: Understand and appreciate the basic structure, function and development of all living tissue.

CONCEPTS (<i>Senior High</i>)	SAMPLE LEARNING EXPERIENCES
<p>Regardless of function, all cells perform certain basic activities.</p>	<p>Identify functions performed by all cells. (metabolism, reproduction)</p> <p>Cite examples showing that the mitosis process is the same in all cells but occurs at differing rates.</p> <ol style="list-style-type: none"> skin - steady replacement but increased rate following injury bone - rapid increase during growing periods only <p>Demonstrate osmosis or diffusion:</p> <ol style="list-style-type: none"> Movement of sugar and water can be demonstrated by cutting a hole in the top of a potato, filling it with sugar, peeling the skin from the bottom half and placing the potato upright in a cup half filled with water. Cover the end of a thistle tube with a semi-permeable membrane (bladder); partially fill the tube with concentrated sugar-water solution, mark the liquid level and place bottom of tube in a container of water. <p>Demonstrate oxidation of food and release of energy in cell by pouring concentrated sulphuric acid (oxidizer) on a few ounces of sugar in a clear glass container.</p>

understand and appreciate the basic structure, function and developmental pattern of all living tissue.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
on, all basic	<p>Identify functions performed by all cells. (metabolism, reproduction)</p> <p>Cite examples showing that the mitosis process is the same in all cells but occurs at differing rates.</p> <ul style="list-style-type: none"> a. skin - steady replacement but increased rate following injury b. bone - rapid increase during growing periods only <p>Demonstrate osmosis or diffusion:</p> <ul style="list-style-type: none"> a. Movement of sugar and water can be demonstrated by cutting a hole in the top of a potato, filling it with sugar, peeling the skin from the bottom half and placing the potato upright in a cup half filled with water. b. Cover the end of a thistle tube with a semi-permeable membrane (bladder); partially fill the tube with concentrated sugar-water solution, mark the liquid level and place bottom of tube in a container of water. <p>Demonstrate oxidation of food and release of energy in cell by pouring concentrated sulphuric acid (oxidizer) on a few ounces of sugar in a clear glass container.</p>	<p>1.3 1.4 1.11 1.12 1.31 4.4 4.31 5.6 6.3 6.4 6.53 6.54 6.55 6.56 9.1</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Differentiation exists within the various types of tissues.</p> <p>The systems of the body complement each other.</p>	<p>Committees investigate and report to class on various within tissue groups:</p> <ol style="list-style-type: none"> 1. Epithelial - hair, skin, stomach lining, glands 2. Muscle - voluntary, involuntary, cardiac 3. Connective - bone, fat, ligament, etc. <p>Prepare a class chart or develop mobiles to show system activity of certain organs:</p> <ol style="list-style-type: none"> 1. Pancreas - both digestive and endocrine 2. Liver - various activities 3. Bones - support movement, produce blood cells <p>Give examples of body's efficiency in relation to when compared to man made structures; computers vs brain, human kidney and artificial kidney.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES																						
<p>Committees investigate and report to class on variations within tissue groups:</p> <ol style="list-style-type: none"> 1. Epithelial - hair, skin, stomach lining, glandular 2. Muscle - voluntary, involuntary, cardiac 3. Connective - bone, fat, ligament, etc. <p>Prepare a class chart or develop mobiles to show inter-system activity of certain organs:</p> <ol style="list-style-type: none"> 1. Pancreas - both digestive and endocrine 2. Liver - various activities 3. Bones - support movement, produce blood cells, etc. <p>Give examples of body's efficiency in relation to size when compared to man made structures; computers versus brain, human kidney and artificial kidney.</p>	<table> <tr><td>1.1</td><td>4.35</td></tr> <tr><td>1.2</td><td>4.43</td></tr> <tr><td>1.3</td><td>6.54</td></tr> <tr><td>1.12</td><td></td></tr> <tr><td>1.21</td><td></td></tr> <tr><td>4.5</td><td></td></tr> <tr><td>1.12</td><td></td></tr> <tr><td>1.13</td><td></td></tr> <tr><td>1.20</td><td></td></tr> <tr><td>6.22</td><td></td></tr> <tr><td>7.10</td><td></td></tr> </table>	1.1	4.35	1.2	4.43	1.3	6.54	1.12		1.21		4.5		1.12		1.13		1.20		6.22		7.10	
1.1	4.35																						
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1.20																							
6.22																							
7.10																							

COMPETENCY 11: Understand and appreciate the organization of and interrelationships of the body's systems.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Growth, aging and injury affect ossification of bone.</p> <p>Skill and endurance are the result of cooperative and complex action of many systems of the body.</p> <p>The healthy functioning of the cardiovascular and respiratory systems is basic to optimal well being.</p>	<p>Report on the following. Discuss physiology, research, practical application of information.</p> <ol style="list-style-type: none"> 1. healing of fractures 2. dwarfism and giantism 3. arthritis 4. osteoporosis <p>Report on experiences of conditioning in athletics. Invite a guest speaker from coaching staff.</p> <p>Investigate (through reading, interviewing, guided or field trips) how skill develops. Include a list of skills such as skill in sports, music, art, science. Discuss relationship of skill and endurance.</p> <p>Report on reasons for and techniques of doing physical tests, taking blood pressure, doing electrocardiogram readings, etc.</p> <p>Discuss complexity of open heart surgery and how advances in medicine make such an operation possible.</p> <p>Report on hyperventilation and vital capacity in sports.</p> <p>(See Smoking and Health, Community Health, Respiratory Disease and Heart Disease Units)</p>

understand and appreciate the organization of and interrelationship among the body systems.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
injury of bone.	Report on the following. Discuss physiology, recent research, practical application of information, etc. 1. healing of fractures 2. dwarfism and giantism 3. arthritis 4. osteoporosis	1.12 1.13 2.7 5.7
are the e and ny	Report on experiences of conditioning in athletics or invite a guest speaker from coaching staff. Investigate (through reading, interviewing, guest speaker or field trips) how skill develops. Include all types of skills such as skill in sports, music, art, sewing, etc. Discuss relationship of skill and endurance.	1.12 1.13 1.16 1.20 1.27 5.7 6.57
	Report on reasons for and techniques of doing blood tests, taking blood pressure, doing electrocardiograph readings, etc.	1.12 9.4 1.13 11.8 2.4 4.6
	Discuss complexity of open heart surgery and how advances in medicine make such an operation possible.	4.50 5.10 6.11 6.13
ing of and is basic g.	Report on hyperventilation and vital capacity; relate to sports. (See Smoking and Health, Community Health, Respiratory Disease and Heart Disease Units)	6.25 6.26 7.10 9.2 9.3

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>More and more, research is showing the relationship of the endocrine system to the healthy functioning of the total body.</p> <p>Understanding the developmental and cyclic changes of the reproductive system bring respect both for the phenomenon of fertilization-gestation-birth and for parental responsibility for the welfare of new life.</p>	<p>Report on the advances in endocrinology which have had great impact on modern medical practices. (Oral substitutes, sex hormones in cancer and therapy, thyroxin regulation, pituitary gland dwarfism, etc.)</p> <p>Evaluate the use of hormone creams and medicinal hormones.</p> <p>(See Disease Unit)</p> <p>Discuss progress in correcting infertility and sterility.</p> <p>Relate prenatal well being to nutrition, diet, and circulation. Report on intrauterine operations.</p> <p>(See Family Health and Mental Health Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Report on the advances in endocrinology which have had great impact on modern medical practices. (insulin and oral substitutes, sex hormones in cancer and amenorrhea therapy, thyroxin regulation, pituitary glands use with dwarfism, etc.)</p> <p>Evaluate the use of hormone creams and medications with hormones.</p> <p>(See Disease Unit)</p> <p>Discuss progress in correcting infertility and fertility.</p> <p>Relate prenatal well being to nutrition, disease, circulation. Report on intrauterine operations.</p> <p>(See Family Health and Mental Health Units)</p>	<p>1.10 6.57 1.12 1.13 1.21 1.26 4.39 4.49 6.16 6.17 6.18</p> <p>5.6 6.57 6.58 7.10</p>

COMPETENCY III: Evaluate continually available data to understand the potential of the body and appreciate the range of individual differences.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The growth pattern through gestation, infancy, childhood, adolescence and adult life is related to inherited and environmental influences.</p> <p>Man's advances in scientific endeavor bring both solutions and potential hazards to his well being.</p>	<p>Discuss variations of growth spurts at different ages. Note changes in cultural patterns due to size differences among Americans - clothes, furniture, etc. Through pictures, demonstrate how the aging process reaches a period when deterioration surpasses repair of tissues. Discuss how this degeneration offers great challenge to the field of medicine.</p> <p>Discuss weight problems in relationship to eating patterns.</p> <p>(See Family Health and Nutrition Units)</p> <p>Report on physiological benefits and/or problems of radiation, drugs, space travel, pollution, and research.</p> <p>Discuss the importance of critically reading on medical breakthroughs. Report on unethical practices which have exploited the public.</p> <p>(See Drug Education, Community Health and Health Units)</p>

evaluate continually available data to understand the potentials and limitations of the body and appreciate the range of individual differences.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
through child- and adult inherited influences.	<p>Discuss variations of growth spurts at different ages. Note changes in cultural patterns due to size change of Americans - clothes, furniture, etc. Through use of pictures, demonstrate how the aging process finally reaches a period when deterioration surpasses growth and repair of tissues. Discuss how this degenerative pattern offers great challenge to the field of medicine.</p> <p>Discuss weight problems in relationship to cultural eating patterns.</p> <p>(See Family Health and Nutrition Units)</p>	<p>1.3 6.37 6.38 6.39</p>
alien- both cultural being.	<p>Report on physiological benefits and/or problems of: radiation, drugs, space travel, pollution, ocean floor research.</p> <p>Discuss the importance of critically reading stories on medical breakthroughs. Report on unethical practices which have exploited the public.</p> <p>(See Drug Education, Community Health and Consumer Health Units)</p>	<p>6.1 6.2 6.8</p>

COMPETENCY IV: Select health behaviors which reflect an understanding and appreciation of the human body.

CONCEPTS (<i>Senior High</i>)	SAMPLE LEARNING EXPERIENCES
<p>Regular exercise is essential throughout life.</p> <p>Studies of movement and analysis of skills in various kinds of activities show how to improve efficiency, prevent accidents and reduce fatigue.</p> <p>Progress has been made in diagnostic and corrective devices to determine, attain, or maintain body well being.</p>	<p>Report on the President's physical fitness program history and development and exercises.</p> <p>Discuss various types of exercise as to their physical value and probability of carry over into adult life (calisthenics - isometric, isotonic, etc.; team sports; individual sports; running; etc.)</p> <p>Invite a guest speaker on time-motion studies in industry.</p> <p>Invite physical education teacher to demonstrate a variety of a skill and methods of teaching it.</p> <p>Visit a heart disease rehabilitation center.</p> <p>(See Heart Disease Unit)</p> <p>Committees select and report on history of, detection, correction of or adjustment to certain health problems: eye defects, loss of limbs or parts of body (kidney, metabolic disturbances, heart disease (pacemakers, mechanical hearts), periodontal defects.</p> <p>Critically evaluate articles from current publications on new health and medical practices.</p> <p>(See Disease Unit)</p>

health behaviors which reflect an understanding and appreciation of the body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
cial	Report on the President's physical fitness program-- its history and development and exercises.	1.15	5.18
		1.16	13.2
		2.5	
	Discuss various types of exercise as to their physiological value and probability of carry over into adult life.	4.20	
	(calisthenics - isometric, isotonic, etc.; team sports; individual sports; running; etc.)	5.5	
		5.16	
		5.17	
	Invite a guest speaker on time-motion studies in industry.	6.57	
es	Invite physical education teacher to demonstrate analysis of a skill and methods of teaching it.		
	Visit a heart disease rehabilitation center.		
	(See Heart Disease Unit)		
	Committees select and report on history of, detection of, correction of or adjustment to certain health problems;	1.6	6.28
	eye defects, loss of limbs or parts of body (kidney, leg),	1.24	6.31
ain,	metabolic disturbances, heart disease (pacemakers,	2.6	6.32
ng.	mechanical hearts), periodontal defects.	4.45	6.33
		6.2	6.35
		6.6	6.36
	Critically evaluate articles from current publications on new health and medical practices.	6.7	6.58
		6.9	6.59
		6.10	11.9
	(See Disease Unit)	6.12	
		6.27	

ANATOMY AND PHYSIOLOGY RESOURCES

(Review all material; Preview all films)

1.0 BOOKS

- 1.1 Nourse, Allan E. and others. THE BODY. Time, 1964 (Life-Science Series)
- 1.2 Carlson, Anton J. and others. THE MACHINERY OF THE BODY. University of Chicago Press, 1964
- 1.3 Morholt, Evelyn and others. A SOURCE FOR BIOLOGICAL SCIENCES. Harcourt Brace Jovanovich, 1964
- 1.4 Otto, James H. and others. BIOLOGY INVESTIGATIONS. (Teacher's Edition) BSCS TEACHER'S EDITION AND LABORATORY MANUAL. BSCS, 1964
- 1.5 Shippen, Katherine B. MEN OF MEDICINE. Viking, 1957
- 1.6 Munson, M. L. WHAT TEEN-AGERS WANT TO KNOW. Taplinger, 1964
- 1.7 Beeler, Nelson F. and Branley, F. M. EXPERIMENTS WITH A MICROSCOPE. Appleton, 1943
- 1.8 Yates, Raymond F. FUN WITH YOUR MICROSCOPE. Appleton, 1943
- 1.9 Riedman, Sarah R. OUR HORMONES AND HOW THEY WORK. Abelard-Schuman, 1964
- 1.10 Swanson, C. P. THE CELL. Prentice-Hall, 1964
- 1.11 Morrison, T. F. and others. HUMAN PHYSIOLOGY. Holt, 1964
- 1.12 Best, Charles H. and Taylor, N. B. HUMAN BODY: ITS ANATOMY AND PHYSIOLOGY. Holt, 1964
- 1.13 Asimov, Isaac. THE HUMAN BRAIN. New American Library, 1963
- 1.14 White, Paul D. and Mitchell, Curtiss. FITNESS FOR THE WHOLE FAMILY. Mosby, 1964
- 1.15 Morehouse, Laurence and Miller, A. T. PHYSIOLOGY OF EXERCISE. Mosby, 1964
- 1.16 Milne, Lorus J. and Milne, Margery. THE SENSES OF ANIMALS AND MEN. Dutton, 1963
- 1.17 Harvey, William. THE CIRCULATION OF THE BLOOD. Dutton, 1963
- 1.19 Galambos, Robert. NERVES AND MUSCLES. Anchor Books, 1962
- 1.20 Asimov, Isaac. HUMAN BODY. Houghton-Mifflin, 1963
- 1.22 Weart, Edith Lucie. THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCord, 1964
- 1.23 Weart, Edith Lucie. THE STORY OF YOUR BRAIN AND NERVES. Coward-McCord, 1964
- 1.24 Hirsch, S. Carl. FOUR SCORE... AND MORE: THE LIFE SPAN OF MAN. Viking, 1964
- 1.25 Hyde, Margaret O. YOUR BRAIN - MASTER COMPUTER. McGraw-Hill, 1964
- 1.26 Asimov, Isaac. CHEMICALS OF LIFE. Abelard-Schuman, 1954
- 1.27 Galambos, Robert. NERVES AND MUSCLES. Anchor Books, 1962
- 1.28 Tanner, James M. and others. GROWTH. Time, 1965 (Life-Science Series)
- 1.29 Kahn, Fritz. THE HUMAN BODY. Random, 1965
- 1.30 Wilson, John Rowan. THE MIND. Time, 1964 (Life-Science Series)
- 1.31 Pfeiffer, John. THE CELL. Time, 1964 (Life-Science Series)

ANATOMY AND PHYSIOLOGY RESOURCES

(Review all material; Preview all films)

- on E. and others. THE BODY. Time, 1964 (Life-Science Series)
- on J. and others. THE MACHINERY OF THE BODY. University of Chicago Press, 1951
- lyn and others. A SOURCE FOR BIOLOGICAL SCIENCES. Harcourt, 1958
- H. and others. BIOLOGY INVESTIGATIONS. (Teacher's Edition). Holt, 1963
- 'S EDITION AND LABORATORY MANUAL.
- herine B. MEN OF MEDICINE. Viking, 1957
- . WHAT TEEN-AGERS WANT TO KNOW. Taplinger
- on F. and Branley, F. M. EXPERIMENTS WITH A MICROSCOPE. Crowell, 1957
- nd F. FUN WITH YOUR MICROSCOPE. Appleton, 1943
- ah R. OUR HORMONES AND HOW THEY WORK. Abelard-Schuman, 1956
- P. THE CELL. Prentice-Hall, 1964
- F. and others. HUMAN PHYSIOLOGY. Holt
- s H. and Taylor, N. B. HUMAN BODY: ITS ANATOMY AND PHYSIOLOGY. Holt, 1963
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- D. and Mitchell, Curtiss. FITNESS FOR THE WHOLE FAMILY. Mosby, 1964
- laurence and Miller, A. T. PHYSIOLOGY OF EXERCISE. Mosby, 1959
- J. and Milne, Margery. THE SENSES OF ANIMALS AND MEN. Atheueum, 1962
- iam. THE CIRCULATION OF THE BLOOD. Dutton, 1963
- bert. NERVES AND MUSCLES. Anchor Books, 1962
- c. HUMAN BODY. Houghton-Mifflin, 1963
- Lucie. THE STORY OF YOUR RESPIRATORY SYSTEM. Coward-McCann, 1964
- Lucie. THE STORY OF YOUR BRAIN AND NERVES. Coward-McCann, 1961
- arl. FOUR SCORE... AND MORE: THE LIFE SPAN OF MAN. Viking Press, 1965
- et O. YOUR BRAIN - MASTER COMPUTER. McGraw-Hill, 1964
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2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF
EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 A Complete Exercise Plan for Boys
- 2.2 Youth Physical Fitness
- 2.3 Physical Fitness for a Stronger America
- 2.4 Summaries and Conclusion: Smoking and Health - Surgeon General's
- 2.5 Adult Fitness (President's Council on Physical Fitness)
- 2.6 Research Profile (#3 eye disorders, #4 hearing and speech disorders)
- 2.7 Facts About Osteoporosis
- 2.8 Facts for Consumers - Cosmetics

4.0 FILMS

- 4.1 The Cell - Structural Unit of Life, Coronet
- 4.2 Microscopic Life: World of the Invisible, EBF
- 4.3 Grooming, Assoc
- 4.4 Mitosis and Meiosis, AF
- 4.5 Characteristics of Plants and Animals, UC
- 4.6 Heart Diseases: Its Major Causes, EBF
- 4.7 Human Brain, EBF
- 4.8 Eyes: Their Structure and Care, Coronet
- 4.9 Hemo, The Magnificent, Bell
- 4.10 Circulation, UWF
- 4.11 Human Body: Digestive System, Coronet
- 4.12 Gateways to the Mind, Bell
- 4.13 Human Body Skeleton, Coronet
- 4.14 Tobacco and the Human Body, WSH
- 4.15 Human Reproduction, WSH
- 4.16 Fundamentals of the Nervous System, EBF
- 4.17 Story of the Blood Stream, Parts I and II, Moody
- 4.18 Mechanisms of Breathing, EBF
- 4.19 Human Machine, Moody
- 4.20 The Flabby American, McG
- 4.21 Work of the Blood, EBF
- 4.22 Alcohol and the Human Body, WSH
- 4.23 Emotional Health, McG
- 4.24 Making Life Adjustments, McG
- 4.25 The Brain and Behavior, McG
- 4.26 Reinforcement in Learning and Extinction, McG
- 4.27 Endocrine Glands - How They Affect You, McG

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s - How They Affect You, McG

- 4.28 Your Body During Adolescence, McG
- 4.29 Spinal Column, EBF
- 4.30 Boy to Man, WSH
- 4.31 McGraw-Hill Series of 12 films on Cell Biology
- 4.32 Charm by Choice, Assoc
- 4.33 Heredity and Prenatal Development, McG
- 4.34 Story of Menstruation, WSH
- 4.35 McGraw-Hill Series of 12 films on Multicellular Animals
- 4.36 From Generation to Generation, McG
- 4.37 Meaning of Adolescence, McG
- 4.38 Physical Aspects of Puberty, McG
- 4.39 Hormones, McG
- 4.40 The Time of Our Lives, Assoc
- 4.41 Behavior, McG
- 4.42 Fitness for Leadership, Audio P
- 4.43 Tissues of the Human Body, CF
- 4.44 Personal Hygiene for Boys, WSH
- 4.45 Open Heart Operation, McG
- 4.46 Body Care and Grooming, McG
- 4.47 Your Hair and Scalp, FA
- 4.48 The Senses, McG
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- 5.2 Finding Yourself
- 5.3 As Others See Us
- 5.4 Height and Weight Interpretations for Boys and Girls
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- 5.18 Tips on Athletic Training

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- 5.8 Youth Fitness Test Manual

6.0 TODAY'S HEALTH

- 6.1 Anderson, Kenneth N. "Can Man Be Modified to Live in Space?"
- 6.2 Anderson, Kenneth N. "How Computers Save Babies' Lives." De
- 6.3 Cooley, Donald G. "Cells That Communicate, (Part I: The Bra
- 6.4 Cooley, Donald G. "Cells That Communicate, (Part II: How Ne
- 6.5 Diamond, Edwin. "New Discoveries in Dream Research." Octobe
- 6.6 Earle, Howard. "Adventures in Medicine: Physicians Report E
- Surgery." September, 1962
- 6.7 Earle, Howard. "Phantom Photos Bare Inner Secrets." Novembe
- 6.8 Hirsch, Frederic. "Atoms and Medicine-Hiroshima Plus 15." A
- 6.9 "How An Artificial Kidney Works." June, 1961
- 6.10 Hubbell, John G. "They're Freezing Ulcers to Death." Januar
- 6.11 Lentz, John. "Messages from Your Heart: The Electrocardiogr
- 6.12 O'Brien, Robert. "How Science Is Breaking the 'Silence Barri
- 6.13 Naismith, Grace. "Science Takes the Mystery Out of Emphysema
- 6.14 "Building Blocks of Life." November, 1963
- 6.15 Cooley, Donald G. "The Cell: Chemical Core of Life." Novem
- 6.16 Cooley, Donald G. "Enzymes: Chemical Keys to Health and Dis

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G. "Cells That Communicate, (Part I: The Brain and Its Pathways)." May, 1963
G. "Cells That Communicate, (Part II: How Nerve Cells Work)." June, 1963
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- 6.17 Cooley, Donald G. "Hormones: Your Body's Chemical Rousers, Part I." November, 1962
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- 6.19 Earle, Howard. "What You Should Know About Your Kidneys." June, 1961
- 6.20 "Fuel Refinery for a Chemical Engine." April, 1960. (The Wonderful Human Machine)
- 6.21 Ratcliffe, J. D. "Enzymes: Your Body's Amazing Chemists." September, 1960
- 6.22 Ratcliffe, J. D. "Your Liver's Chemical Magic." December, 1963
- 6.23 "The Skin: Protector and Receptor." March, 1960. (The Wonderful Human Machine)
- 6.24 "The Special Sense Organs." May, 1960. (The Wonderful Human Machine)
- 6.25 "The Swing Bellows." February, 1960. (The Wonderful Human Machine)
- 6.26 "Your Heart: The Perpetual Motion Pump." January, 1960. (The Wonderful Human Machine)
- 6.27 Covey, John K. and Bakal, Carl. "Myths and Facts About Eye Care." June, 1962
- 6.28 Landis, James E. "I Can't Hear, Doctor. Is There Any Help?" September, 1963
- 6.29 Masland, Richard L. "Tracking Down the Enemies of Vision." November, 1963
- 6.30 Mould, Ward, M.D. "Spots Before Your Eyes." May, 1961
- 6.31 Orphan, Dennis. "Educating Children Who Are Blind." September, 1962
- 6.32 Scholz, Roy O., M.D. "Cataract: The Fot That Blinds." January, 1961
- 6.33 Scholz, Roy O., M.D. "Crossed Eyes: A Needless Handicap." February, 1961
- 6.34 "View Eclipse Safely With Homemade Device." September, 1962
- 6.35 "What Parents Should Know About Deafness." September, 1960
- 6.36 "When You Meet This Man." September, 1961 (assisting the blind)
- 6.37 Hiscock, Ira, M.D. "Keeping Our Senior Citizens Alive Longer." May, 1962
- 6.38 "Life Span May Hit 140 Years, Scientists Report." June, 1962
- 6.39 Snider, Arthur J. "Why Do We Grow Old?" July, 1963
- 6.40 Bairstow, Bruce, M.D. "All About Acne." November, 1961
- 6.42 Cronin, Fergus. "What You Should Know About the Skin." January, 1961
- 6.43 Leth, Carol. "What to Expect From Your Deodorant." June, 1963
- 6.44 Root, Lin. "Getting the Most Out of Your Feet." March, 1961
- 6.45 Thale, Harold B. "Facts and Fallacies About Plastic Surgery." April, 1963
- 6.46 Vath, William R. "Are American Women Becoming Bald?" January, 1962
- 6.47 Harmount, James G. "The Art of Cleanliness." December, 1965
- 6.48 Harmount, James G. "Man's Oldest Fallout Problem: Baldness." August, 1963
- 6.49 Harmount, James G. "Suntan In A Bottle: How Safe? How Effective?" June, 1961
- 6.50 Wesley, Wallace Ann. "The ABC's of Perfect Posture." March, 1962
- 6.51 Wesley, Wallace Ann. "More ABC's of Perfect Posture." April, 1962
- 6.59 Berland, Theodore. "More Spare Parts for Humans." July, 1966
- 6.60 Walsh, Thomas F. "The Case of the Sunburned Mannequins." August, 1965
- 6.61 Barton, Frank W. "The Battle Over Blood." February, 1966

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- 6.53 Brachet, Jean. "The Living Cell." September, 1961
- 54 Fischberg, Michael and Blackler, Antonie W. "How Cells Specialize." September, 1961
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- 6.56 Lehninger, Albert L. "How Cells Transform Energy." September

LIFE

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1962; The Energy Factory, March 29, 1963; The Circuits of the
Lifegiving Balancing Act, November 8, 1963.
6.58 Profound and Astonishing Biological Revolution Series: Control
Gifts of Life from the Dead, September 17, 1965; Rebuilt People
Onrushing Moral Crisis, October 1, 1965.

7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 100
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- 7.1 A Boy and His Physique
7.2 A Girl and Her Figure
7.3 Overweight and Underweight
7.4 Weight Watching Tips for Teens
7.5 We May Be Sitting Ourselves to Death
7.11 My Reflections
7.12 Posture on Parade

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- 7.6 Club 15
7.7 Threshold of Manhood
7.8 Threshold of Womanhood

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- 7.10 Charts

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NEW YORK, NEW YORK 10020

- 7.13 Give Yourself a Boost

Albert L. "How Cells Transform Energy." September, 1961

Human Body: Marvel of Motion, October 26, 1962; How Our Food Becomes Fuel, December 7, 1962; Energy Factory, March 29, 1963; The Circuits of the Sense, January 28, 1963; The Balancing Act, November 8, 1963. and Astonishing Biological Revolution Series: Control of Life, September 10, 1965; Life from the Dead, September 17, 1965; Rebuilt People, September 24, 1965; The Moral Crisis, October 1, 1965.

STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM 206 ARIES BUILDING, SEATTLE,

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8.0 STATE OFFICE OF PUBLIC INSTRUCTION, OLYMPIA, WASHINGTON 98501

8.1 Physical Fitness Test Manual for Secondary Schools

9.0 PUBLIC AFFAIRS PAMPHLETS, 22 EAST 38th STREET, NEW YORK 16, NEW YORK 100

9.1 Cell Examination

9.2 Your Blood Pressure

9.3 Emphysema

9.4 Blood - New Uses for Saving Lives

11.0 DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118
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11.1 A More Attractive You

11.2 Beauty Habit or How To Be a Doll

11.3 Grooming and Beauty

11.4 Off to a Beautiful Start

AMERICAN RED CROSS (See Local Telephone Directory or Write Seattle-King Co
Second Avenue, Seattle, Washington.)

11.6 Story of Blood

11.7 Poster: Blood As A Medicine

11.8 Blood and the Nation's Health

ASSOCIATION FOR THE AID OF CRIPPLED CHILDREN, 345 EAST 46th STREET, NEW YO

11.9 Experiments in Survival

WASHINGTON STATE SOCIETY FOR THE PREVENTION OF BLINDNESS, 310 15th AVENUE

11.20 Professor Ludwig Von Drake's I.Q.

11.21 The Most Wonderful Eyes in the World

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Test Manual for Secondary Schools

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13.0 JOHN HANCOCK MUTUAL LIFE INSURANCE COMPANY, HEALTH EDUCATION SERVICE
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13.1 Sleep - The Restorer

EQUITABLE LIFE ASSURANCE SOCIETY, MEDICAL DEPARTMENT, 1285 AVENUE C
NEW YORK 10000

13.2 Time In Your Hands

METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 6
CALIFORNIA 94120

13.3 For A Prettier, Peppier You

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COMPETENCY 1: Understand environmental factors which affect health.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Air and water pollution may have serious effects on humans, animals and property.</p>	<p>Discuss sources of air and water pollution. Use posters that could be used in the community to show the sources of air and water pollution.</p> <p>Demonstrate air pollution by pumping air from one area through filter paper. (or ask local departments for used filter paper from their air stations)</p> <p>Invite a speaker from industry, health department or public works to discuss pollution problems and solutions in your community.</p> <p>Discuss changes in civilization that have contributed to water and air contamination (consider such topics as air conditioners, detergents, automobile exhaust, radiation).</p> <p>Review the physiological process of breathing and the body's ability to filter air; discuss possible damage to the respiratory system when our filter system cannot cope with the quantity of pollution which is exposed.</p> <p>Reports or demonstrations:</p> <ol style="list-style-type: none">1. Proper way to fill and use scuba tanks.2. Survey of industrial areas to determine damage from air pollution.

Understand environmental factors which affect health.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>llution effects on and prop-</p>	<p>Discuss sources of air and water pollution. Develop posters that could be used in the community to explain the sources of air and water pollution.</p> <p>Demonstrate air pollution by pumping air from shop or other area through filter paper. (or ask local health departments for used filter paper from their monitoring stations)</p> <p>Invite a speaker from industry, health department or public works to discuss pollution problems and solutions in your community.</p> <p>Discuss changes in civilization that have contributed to water and air contamination (consider such topics as air conditioners, detergents, automobile exhausts, radiation).</p> <p>Review the physiological process of breathing emphasizing body's ability to filter air; discuss possible damage to the respiratory system when our filtering system cannot cope with the quantity of pollution to which is is exposed.</p> <p>Reports or demonstrations:</p> <ol style="list-style-type: none"> 1. Proper way to fill and use scuba tanks. 2. Survey of industrial areas to determine building damage from air pollution. 	<p>1.1 1.2 1.4 1.5 1.6 1.9 1.12 1.13 1.14 1.31 2.1 2.2 2.3 2.5 2.6 2.12 2.13 2.20 2.21 2.24 3.1 3.3 4.8 4.12 4.13 4.22 4.32 4.33</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The safety of foods is maintained in many ways.</p>	<ol style="list-style-type: none"> 3. Demonstrate how to have purified water on out (boiling, chemical treatment, chlorine, natur purification, bottled water). 4. Set up microscopes to examine water from many sources e.g., tap water, well water, ditch wa stagnant water. <p>(See Respiratory Disease Unit)</p> <p>Plan a camping trip and demonstrate or discuss safe storage and utilization of food.</p> <p>Invite a local health officer to discuss: food bor diseases (salmonella, staph, strep toxins, bilharzi and trichinosis, dysentery).</p> <p>Ask the home economics department to discuss or dem strate safe processing methods.</p> <p>Report on methods of meat, dairy and other food pro cessing and storing 100 years ago.</p> <p>Construct a written test that could be given to gen public (or class) concerning how to keep food safe.</p> <p>(See Nutrition, Disease and Consumer Health Units</p>

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>3. Demonstrate how to have purified water on outings (boiling, chemical treatment, chlorine, natural purification, bottled water).</p> <p>4. Set up microscopes to examine water from many sources e.g., tap water, well water, ditch water, stagnant water.</p> <p>(See Respiratory Disease Unit)</p> <p>Plan a camping trip and demonstrate or discuss safe storage and utilization of food.</p> <p>Invite a local health officer to discuss: food borne diseases (salmonella, staph, strep toxins, bilharziasis and trichinosis, dysentery).</p> <p>Ask the home economics department to discuss or demonstrate safe processing methods.</p> <p>Report on methods of meat, dairy and other food processing and storing 100 years ago.</p> <p>Construct a written test that could be given to general public (or class) concerning how to keep food safe.</p> <p>(See Nutrition, Disease and Consumer Health Units)</p>	<p>4.34 9.1 4.36 11.3 4.39 6.9 6.12 6.18 8.2 8.4</p> <p>2.7 2.9 2.23 2.25 2.26 4.17 4.20 4.21 4.26 4.27 8.5 8.6</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Wise use of insecticides and pesticides is a complex problem.</p>	<p>Assemble and summarize current reports regarding insecticides and pesticides from magazines and periodicals. Analyze their statements about the use of insecticides and pesticides on soil, crops, and humans.</p> <p>Debate the desirability of limiting or eliminating the use of pesticides. (Before the debate have students develop criteria for judging soundness of facts.) After the debate have students write a paragraph on whether they would permit the use of pesticides. (The paragraphs should show the basis for their decision and utilize information learned from the debate.)</p> <p>these paragraphs.</p> <p>(See Safety Education and Consumer Health Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
s -	<p>Assemble and summarize current reports regarding insecticides and pesticides from magazines and professional periodicals. Analyze their statements about the effects of insecticides and pesticides on soil, crops, fruit and humans.</p> <p>Debate the desirability of limiting or eliminating the use of pesticides. (Before the debate have class develop criteria for judging soundness of facts.) After debate have students write a paragraph on whether or not they would permit the use of pesticides. (The paragraphs should show the basis for their decisions and utilize information learned from the debate.) Discuss these paragraphs.</p> <p>(See Safety Education and Consumer Health Units)</p>	<p>1.26 1.27 1.29 2.27 2.29 4.18 4.41 6.1 6.2 6.4 6.21 6.29 6.30</p>

COMPETENCY 11: Participate in actions which influence community health

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Regulations are necessary for everyday living.	<p>Visit with sanitarians from the local health department or employees of plumbing establishments to learn about regulations on home plumbing installation, regulations for trailers when camping and regulations for public rest rooms.</p> <p>Assign students to tour boys' and/or girls' restrooms and discuss condition of rooms; discuss individual responsibilities for any conditions found.</p> <p>Individual or committee investigations and reports on laws regulating food production and distribution interstate and intrastate; school health laws; public health laws; rules, regulations and codes for control of communicable diseases such as meningitis, hepatitis and others of special concern; regulations concerning radiation; benefits and regulations in use of pesticides.</p> <p>(See Disease and Consumer Health Units)</p>
Community action can influence environment.	<p>Construct a bulletin board display showing the United States Public Health Services, state health departments, local health departments, and other health agencies: official, voluntary, and professional, i.e. American Cancer Society, Medical Association, United States Department of Health, Education and Welfare, etc. (Tie in other health agencies: official, voluntary, and professional, i.e. American Cancer Society, Medical Association, United States Department of Health, Education and Welfare, etc.)</p>

icipate in actions which influence community health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ary	<p>Visit with sanitarians from the local health department or employees of plumbing establishments to determine regulations on home plumbing installation, regulations for trailers when camping and regulations concerning public rest rooms.</p> <p>Assign students to tour boys' and/or girls' lavatory and discuss condition of rooms; discuss individual responsibilities for any conditions found.</p> <p>Individual or committee investigations and reports on: laws regulating food production and distribution, both interstate and intrastate; school health laws and other public health laws; rules, regulations and procedures for control of communicable diseases such as tuberculosis, meningitis, hepatitis and others of special interest; regulations concerning radiation; benefits, hazards and regulations in use of pesticides.</p> <p>(See Disease and Consumer Health Units)</p> <p>Construct a bulletin board display showing branches of United States Public Health Services, state and local levels, using colored yarn to show interrelationships. (Tie in other health agencies: official, voluntary and professional, i.e. American Cancer Society, American Medical Association, United States Department of Agriculture.)</p>	<p>1.1 2.4 2.8 2.11 6.7 6.8 6.14 8.3 8.4 8.6</p> <p>2.19 9.2 3.2 11.1 4.2 4.19 4.35 6.5 8.7</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>National and local agencies are organized to deal with problems.</p>	<p>Investigate and report on each local or state public health service and show how each of the services relates to the student, i.e. sanitation checks on swimming areas, birth certificates issued, immunizations if one travels, etc.</p> <p>Give service to your community. (Red Cross, candy strippers, work with voluntary agencies on Christmas seal mailing, etc.)</p> <p>(See Disease Unit and Consumer Health Units)</p> <p>Divide class into groups and investigate through reading and visitations the work of the following in protecting our food:</p> <ul style="list-style-type: none"> Sanitation Department (local health department) Federal Drug Administration Better Business Bureau Bureau of Animal Industry Federal Trade Commission <p>Invite speakers from local civil defense organization and local fire department.</p> <p>(See Safety Education and Consumer Health Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Investigate and report on each local or state public health service and show how each of the services relates to the student, i.e. sanitation checks on swimming areas, birth certificates issued, immunizations if one travels, etc.</p> <p>Give service to your community. (Red Cross, candy strippers, work with voluntary agencies on Christmas seal mailing, etc.)</p> <p>(See Disease Unit and Consumer Health Units)</p> <p>Divide class into groups and investigate through reading and visitations the work of the following in protecting our food:</p> <ul style="list-style-type: none"> Sanitation Department (local health department) Federal Drug Administration Better Business Bureau Bureau of Animal Industry Federal Trade Commission <p>Invite speakers from local civil defense organization and local fire department.</p> <p>(See Safety Education and Consumer Health Units)</p>	

COMPETENCY 1: Understand factors which affect health.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Conservation and control of water and air affect our world community.</p>	<p>Discuss the following in relationship to present civilization in the past and in the future:</p> <ol style="list-style-type: none"> 1. Availability of water (human use; transportation, medical, technical, scientific and industrial uses). 2. Conversion of salt water and purification. 3. Conservation (recycling, restricting excessive use). <p>Investigate and prepare reports about communities which help conserve, protect and purify water (Health Department, Fish and Wild Life Service, Conservation Department, private organizations).</p> <p>Committee reports:</p> <ol style="list-style-type: none"> 1. Daily community water consumption and conservation. 2. Economic aspects of conversion, purification and conservation. 3. Influence of water upon community economy (recreation, tourism, business opportunities). 4. Distribution of water from surplus and supply areas. 5. Economic aspects of water-borne diseases in community. <p>Explore the aspects of the limited availability of water in space and in underwater research and the life of life in these environments; investigate other countries.</p>

stand factors which affect health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
l of r	Discuss the following in relationship to progress of civilization in the past and in the future:	1.3	6.18
	1. Availability of water (human use; transportation; medical, technical, scientific and industrial uses).	1.7	7.3
		1.10	8.1
		1.11	8.9
		1.15	9.2
	2. Conversion of salt water and purification of water.	1.19	-
	3. Conservation (recycling, restricting use, efficient use).	1.20	
		1.24	
		1.25	
	Investigate and prepare reports about community groups which help conserve, protect and purify water supplies. (Health Department, Fish and Wild Life Service, Conservation Department, private organizations)	1.26	
		1.28	
		1.29	
		2.4	
		2.8	
	Committee reports:	2.10	
	1. Daily community water consumption and possible conservation.	2.11	
		2.28	
	2. Economic aspects of conversion, purification, conservation.	2.30	
		4.4	
	3. Influence of water upon community economics (recreation, tourism, business opportunities).	4.9	
		4.10	
	4. Distribution of water from surplus areas to limited supply areas.	4.14	
		4.16	
	5. Economic aspects of water-borne diseases in a community.	4.28	
		4.29	
		4.30	
	Explore the aspects of the limited availability of air in space and in underwater research and the possibility of life in these environments; investigate life in arid countries.	4.31	
		4.37	
		4.40	
		6.10	

COMPETENCY II: Participate in actions which influence community health

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Communities need cooperative planning to enhance health.</p>	<p>Select any timely and pertinent regional problem such as:</p> <ol style="list-style-type: none"> 1. Need for hospital or mental health services. 2. Air or water pollution. 3. Rehabilitation centers for alcoholism. 4. Food sanitation. 5. Noise abatement. <p>Organize class to investigate the selected problem by:</p> <ol style="list-style-type: none"> 1. Interviewing city or county planning commission (or boards of health) to determine what problems individual citizen can have a voice in solving. 2. Reviewing state and local regulations pertaining to the problem. (i.e., zoning laws, building codes, etc.) 3. Determining current trends and needs in the selected regional problem (i.e., population growth, etc.) 4. Establishing needs in this area by surveying needs of emotional problems, suicidal tendencies, national statistics, discuss with local committees local problems and especially concerning waiting list for mental health facilities).

participate in actions which influence community health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
operative health.	<p>Select any timely and pertinent regional health problem such as:</p> <ol style="list-style-type: none"> 1. Need for hospital or mental health facilities. 2. Air or water pollution. 3. Rehabilitation centers for alcoholics. 4. Food sanitation. 5. Noise abatement. <p>Organize class to investigate the selected health problem by:</p> <ol style="list-style-type: none"> 1. Interviewing city or county planning commissions (or boards of health) to determine how the individual citizen can have a voice in remedying community or county health problems. (If no commission exists, determine if there is a need for one, how it would organize and function and what problems it could consider.) 2. Reviewing state and local regulations and laws pertaining to the problem. (i.e., regulations pertaining to permanent and mobile homes, hospitals, nursing homes, group care homes, etc.) 3. Determining current trends and research on the selected regional problem (i.e., new trends in facilities for treatment of emotional problems). 4. Establishing needs in this area (i.e., survey needs of emotional problems, suicide rates, national statistics, discuss with mental health committees local problems and existing facilities, especially concerning waiting lists for existing facilities). 	<p>1.12 6.24 1.16 6.25 1.18 6.26 1.20 6.27 1.30 7.4 2.4 7.5 2.15 7.6 2.16 7.7 2.17 8.8 2.18 8.10 2.22 9.4 4.1 9.5 4.3 9.6 4.5 11.1 4.6 4.7 4.11 4.23 4.24 4.25 4.38 4.39 6.5 6.11 6.13 6.15 6.16 6.20 6.22 6.23</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>5. Interviewing men in industry to determine efforts being made to alleviate the selected problem (alcohol rehabilitation, air or water pollution). Interview city government people about what local, state or national governmental are doing.</p> <p>Then organize a student city planning meeting to regional problem. Through discussion, bring out information gathered from the above investigation. Implementation projects may be in the form of:</p> <ol style="list-style-type: none"> 1. Recommendations of regulations or laws which be passed or changed. 2. Newspaper articles on the responsibility of individuals, industry, local government, state government, national government or regional group solving this problem. 3. School display of the problem and possible solutions. 4. Report to social studies classes (or coordination of total project with contemporary problems classes). <p>(See Alcohol Education, Mental Health and Consumer Health Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>5. Interviewing men in industry to determine current efforts being made to alleviate the selected problem (alcohol rehabilitation, air or water pollution). Interview city government people on what local, state or national governmental agencies are doing.</p> <p>Then organize a student city planning meeting to solve the regional problem. Through discussion, bring out the information gathered from the above investigations. Culmination projects may be in the form of:</p> <ol style="list-style-type: none"> 1. Recommendations of regulations or laws which should be passed or changed. 2. Newspaper articles on the responsibility of individuals, industry, local government, state government, national government or regional groups in solving this problem. 3. School display of the problem and possible solutions. 4. Report to social studies classes (or coordination of total project with contemporary problems classes). <p>(See Alcohol Education, Mental Health and Consumer Health Units)</p>	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The goal of optimal well being transcends local, state, national, international and political boundaries.</p>	<p>Investigate health regulations of foreign re-entry of citizens to the United States. problems of administering these regulation reason for keeping up immunizations as an though one does not travel?</p> <p>[There is a tremendous amount of research the government, National Academy of Science services and industry and non-profit group RAND Corporation concerning the effects ma environment has on him (atmosphere, water, fall, temperature). These studies are gea controlling (improving) environmental fact benefit of all mankind (world wide). This so extensive that some aspect of it is no in or near every community in the state of Personnel may be available to come to clas sultation or for representatives of the ci visit, observe and report back.]</p>

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
mal well local, inter- ritical	<p>Investigate health regulations of foreign visitors and re-entry of citizens to the United States. Discuss problems of administering these regulations. Is there reason for keeping up immunizations as an adult even though one does not travel?</p> <p>[There is a tremendous amount of research sponsored by the government, National Academy of Science, armed services and industry and non-profit groups such as RAND Corporation concerning the effects man's physical environment has on him (atmosphere, water, soil, rainfall, temperature). These studies are geared toward controlling (improving) environmental factors to the benefit of all mankind (world wide). This research is so extensive that some aspect of it is no doubt located in or near every community in the state of Washington. Personnel may be available to come to classes for consultation or for representatives of the classes to visit, observe and report back.]</p>	<p>1.18 1.19 1.21 1.22 1.23 4.15 6.3 6.6 6.17 6.19 6.28 7.1 7.2 7.5 9.3</p>

COMMUNITY HEALTH RESOURCES

(Review all material; Preview all films)

1.0 BOOKS

- 1.1 Dasmann, Raymond F. ENVIRONMENTAL CONSERVATION. Wiley, 1959
- 1.2 Carhart, Arthur H. WATER--OR YOUR LIFE. Lippincott, 1959
- 1.3 Bauer, Helen. WATER, RICHES OR RUIN. Doubleday, 1959
- 1.4 Green, Ivan. WATER, OUR MOST VALUABLE NATURAL RESOURCE. Coward, 1959
- 1.5 Shippen, Katherine B. THE GREAT HERITAGE. Viking Press, 1963
- 1.6 Harrison, C. William. CONSERVATIONIST AND WHAT THEY DO. Watts, 1963
- 1.7 Helfman, Elizabeth S. WATER FOR THE WORLD. McKay, 1960
- 1.9 Hitch, Allen S. and Sorenson, Marian. CONSERVATION AND YOU. VanNost
- 1.10 Riedman, Sarah R. WATER FOR PEOPLE. Abelard-Schuman, 1960
- 1.11 United States Department of Agriculture Yearbook. WATER. United Sta
- 1.12 Udall, Stewart L. QUIET CRISIS. Holt, 1963
- 1.13 Archer, Sellers G. RAIN, RIVER AND RESERVOIRS. Coward-McCann, 1963
- 1.14 Graham, Edward H. and Van Dersal, William R. WATER FOR AMERICA. Wal
- 1.15 Bronson, Wilfred S. FREEDOM AND PLENTY: OURS TO SAVE. Harcourt, 19
- 1.16 Administration of Community Health Services, International City Manag
Management
- 1.18 American Public Health Association. COMMUNICABLE DISEASE IN MAN. 10
- 1.19 Bardach, John E. DOWNSTREAM. Harper, 1964
- 1.20 Benedict, Ruth. CHRYSANTHEMUM AND THE SWORD. Houghton
- 1.21 Morgan, Murray. DOCTORS TO THE WORLD. Viking, 1958
- 1.22 The United States and the World Health Organization: Teamwork for Ma
Senate Subcommittee on Reorganizations, April 1961
- 1.23 Soper, Fred L. Report of the Director of the Pan American Sanitary B
Governments of the Pan American Sanitary Organization, January, 1954
Pan American Sanitary Bureau, Regional Office of World Health Organiz
D. C., 1957
- 1.24 Burns, Neal M. and others. UNUSUAL ENVIRONMENTS AND HUMAN BEHAVIOR.
- 1.25 Camp, Thomas R. WATER AND ITS IMPURITIES. Reinhold, 1963
- 1.26 Carr, Donald E. BREATH OF AIR. Norton, 1965
- 1.27 Carson, Rachel. SILENT SPRING. Houghton, 1962
- 1.28 Milne, Lorus J. WATER AND LIFE. Atheneum, 1964
- 1.29 Lewis, Howard R. WITH EVERY BREATH YOU TAKE. Crown, 1964

COMMUNITY HEALTH RESOURCES

(Review all material; Preview all films)

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R, OUR MOST VALUABLE NATURAL RESOURCE. Coward, 1959
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S. FREEDOM AND PLENTY: OURS TO SAVE. Harcourt, 1953
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ealth Association. COMMUNICABLE DISEASE IN MAN. 10th edition
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BREATH OF AIR. Norton, 1965
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WATER AND LIFE. Atheneum, 1964
WITH EVERY BREATH YOU TAKE. Crown, 1964

- 1.30 Schubert, Jack and Lapp, Ralph E. RADIATION: WHAT IT IS AND HOW
- 1.31 Johnson, James R. ANYONE CAN BACKPACK IN COMFORT. MacKay, 1965

2.0 FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, SEATTLE, WASHINGTON 98104

- 2.29 Facts for Consumers - Pesticide Residues

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 Air Pollution and Respiratory Disease
- 2.2 Let's Clear the Air
- 2.3 Safe Drinking Water in Emergencies
- 2.4 Scientific Statemanship in Air Pollution Control
- 2.5 How Polluted Is the Air Around Us?
- 2.6 Public Enemy No. 1: Air Pollution
- 2.7 You Can Prevent Food Borne Illness
- 2.8 Clean Air Act
- 2.9 From Hand to Mouth
- 2.10 Clean Water Is Everybody's Business (speaker's guide to filmstrips)
- 2.11 Clean Air Act Amendments and Solid Waste Disposal Act of 1965
- 2.12 What About Radiation
- 2.13 With Every Breath You Take
- 2.15 Aid for Community Hospitals and Other Health Facilities. Facts
- 2.16 Availability of Services for Nursing Care of the Sick at Home
- 2.17 Alcoholism: Community Agency Attitudes and Their Impact on Treatment
- 2.18 The Community Mental Health Centers Act
- 2.19 The Public Health Service Today
- 2.20 Electrochemical Treatment of Municipal Waste Water
- 2.21 Pollution and Life in Water
- 2.22 The Comprehensive Community Mental Health Center--Concept and Characteristics
- 2.23 What You Should Know About Oysters, Clams, and Mussels
- 2.24 Air Around Us
- 2.25 Cold Facts About Home Food Protection
- 2.26 Home Sanitation
- 2.27 Pesticides
- 2.28 Influence of Impoundments on Water Quality
- 2.30 Clean Blue Water (boat owners and clean water)

ack and Lapp, Ralph E. RADIATION: WHAT IT IS AND HOW IT AFFECTS YOU. Viking, 1957
mes R. ANYONE CAN BACKPACK IN COMFORT. MacKay, 1965 (p.79)

UG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE,
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ct Amendments and Solid Waste Disposal Act of 1965

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Breath You Take

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About Home Food Protection

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of Impoundments on Water Quality

Water (boat owners and clean water)

3.0 FILMSTRIPS

- 3.1 Clean Water Is Everybody's Business, PH
- 3.2 Our Health Is In Your Hands, PH
- 3.3 Using Natural Resources, EBF

4.0 FILMS

- 4.1 Defending the Cities Health, EBF
- 4.2 Community Health and You, McG
- 4.3 Community Health Is Up To You, McG
- 4.4 Pollution in Paradise, UW
- 4.5 House of Man: Our Changing Environment, UW
- 4.6 Engineering Your Health, WSU
- 4.7 So Much for So Little, UW
- 4.8 Nature's Plan, EBF
- 4.9 Water, UC
- 4.10 Arteries of Life, EBF
- 4.11 Behind the Menus, NFBC
- 4.12 Water and Life, McG
- 4.13 Clean Waters, GE
- 4.14 Water for the Community, Coronet
- 4.15 International Health: Big Day in Bugo, Assoc
- 4.16 River Nile, McG
- 4.17 Best Food in Town, WSH
- 4.18 Chemicals Vital to Our Food Supply, WSH
- 4.19 Report on Tomorrow, WSH
- 4.20 Why Foods Spoil, EBF
- 4.21 Three Squares, USDA
- 4.22 Conserving Our Water Resources Today, Coronet
- 4.23 Man's Problem, EBF
- 4.24 The Breath of Life, ARC
- 4.25 Another Light, IFB
- 4.26 An Outbreak of Salmonella, WSH
- 4.27 An Outbreak of Staphylococcus Infection, WSH
- 4.28 The Problem With Water Is People, McG
- 4.29 The First Mile Up, McG

- 4.30 Limiting Factors, McG
- 4.31 Ill Winds On A Sunny Day, PH
- 4.32 Pall Over Our Cities, PH
- 4.33 Sources of Air Pollution, PH
- 4.34 Effects of Air Pollution, PH
- 4.35 Control of Air Pollution, PH
- 4.36 Breathe at Your Own Risk, PH
- 4.37 Expedition: City Fallout, PH
- 4.38 Take A Deep Breath, PH
- 4.39 Let's Clear the Air, PH
- 4.40 It's Your Decision, Assoc
- 4.41 Safe Use of Pesticides, FDA

6.0 CONSUMER REPORTS

- 6.1 Ill Advised Secrecy, August 1963
- 6.2 Another Silent Spring, June 1964

TODAY'S HEALTH

- 6.3 "The Needless Agony of Smallpox." March, 1963
- 6.4 Earle, Howard. "Pesticides: Facts, Not Fear." February, 1963
- 6.5 Bauer, W.W. "Your Health Department." May, 1955
- 6.6 Cassels, Louis. "They Save Lives on a Global Scale." January, 1961
- 6.7 "How Cities Mobilize Against Polio." September, 1962
- 6.8 "Hepatitis." June, 1961
- 6.9 "Water, Thirst, Your Health." August, 1962
- 6.10 Anderson, Kenneth N. "The Coming Struggle for Clean Water." August, 1961
- 6.11 Gibson, John E. "How Color Affects Your Life." September, 1962
- 6.12 Kaplan, Jack. "Our Unclean Air." March, 1962
- 6.13 Earle, Howard. "A Self-Help Plan for Doctorless Towns." September, 1963
- 6.14 Montgomery, Charlotte. "A City Without Garbage." July, 1960
- 6.15 Ribicoff, Abraham. "Report on the Nation's Health." August, 1961
- 6.16 "Their Mountain Hospital--A Service to the Community." September, 1960
- 6.17 Thomson, J.R. and Dockter, K.W. "Finding Life in Outer Space." April, 1966
- 6.18 (Special Report - "Air, Water, Food Pollution, and Contamination"). March, 1966
- 6.19 Winchester, James. "They Stopped A Tropical Epidemic." December, 1965

AMERICAN JOURNAL OF PUBLIC HEALTH

- 6.20 Burney, LeRoy. "Community Organization: An Effective Tool." Janu

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- 6.21 Kraft, V. "Life-Giving Spray; Contrary to Rachel Carson's Silent S

ARCHITECTURAL RECORD

- 6.22 "Alaska Designs for a Complex Community." November, 1963
6.23 "Programming Mental Health Facilities." November, 1963
6.24 "Community Mental Health Centers, A New Concept." November, 1963

CHANGING TIMES

- 6.25 "Careers in Planning; Problems of City Growth, Traffic, Land Use."

NEW REPUBLIC

- 6.26 McKenzie-Pollock, J.S. "Planning for Health." May 9, 1964
6.27 "Summing Up: What Can We Do and What Lies Ahead." November, 1963

NEA JOURNAL

- 6.28 Schneider, Elsa. "Health Knows No Boundaries." March, 1964

JOURNAL OF ENVIRONMENTAL HEALTH

- 6.29 (six articles on pesticides) January, February, 1963
6.30 "Effects of Pesticides on Environment." March, April, 1964

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LeRoy. "Community Organization: An Effective Tool." January, 1954

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neider, Elsa. "Health Knows No Boundaries." March, 1964

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7.0 WORLD HEALTH ORGANIZATION - COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS
2960 BROADWAY, NEW YORK, NEW YORK 10027

- 7.1 Fact Sheet
- 7.2 Its Global Battle Against Disease
- 7.3 World Health Magazine. July, August, 1964 (water)
- 7.4 World Health Magazine. January, 1964
- 7.5 1947 - 1964 Catalogue of WHO Publications

NATIONAL COMMISSION ON COMMUNITY HEALTH SERVICES, 7815 OLD GEORGETOWN ROAD
MARYLAND 20014

- 7.5 Changing Environmental Hazards. Challenges to Community Health
- 7.6 Health Manpower: Action to Meet Community Need
- 7.7 Health Is A Community Affair

8.0 WASHINGTON POLLUTION CONTROL COMMISSION, 409 PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

- 8.1 How a Sewage Treatment Plant Works
- 8.2 The Fight to Save America's Waters
- 8.9 Pollution Control Doesn't Cost. . .It Pays
- 8.10 Pollution Control Commission

WASHINGTON STATE DEPARTMENT OF HEALTH, OLYMPIA, WASHINGTON 98501

- 8.3 Rules and Regulations of the State Board of Health
- 8.4 Safe Water
- 8.5 Food and Beverage Service, Workers Manual
- 8.6 (Inspection Forms)
- 8.7 Know and Use Your Health Department

WASHINGTON STATE AIR POLLUTION CONTROL, SMITH TOWER, SEATTLE, WASHINGTON 98101

- 8.8 The Challenge to Preserve Our State's Air Quality

HEALTH ORGANIZATION - COLUMBIA UNIVERSITY PRESS, INTERNATIONAL DOCUMENTS SERVICE,
BROADWAY, NEW YORK, NEW YORK 10027

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Global Battle Against Disease
Health Magazine. July, August, 1964 (water)
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Water
and Beverage Service, Workers Manual
ection Forms)
and Use Your Health Department

NGTON STATE AIR POLLUTION CONTROL, SMITH TOWER, SEATTLE, WASHINGTON

Challenge to Preserve Our State's Air Quality

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

- 9.1 Natural Resources, Their Protection and Development
- 9.2 Quiet Guardians of the People's Health
- 9.3 W.H.O.: Its Global Battle Against Disease
- 9.4 Private Nursing Homes
- 9.5 Your Nursing Services Today and Tomorrow
- 9.6 Your Community and Mental Health

11.0 WASHINGTON TUBERCULOSIS ASSOCIATION, 230 SECURITIES BUILDING, SEATTLE, WASHINGTON 98101

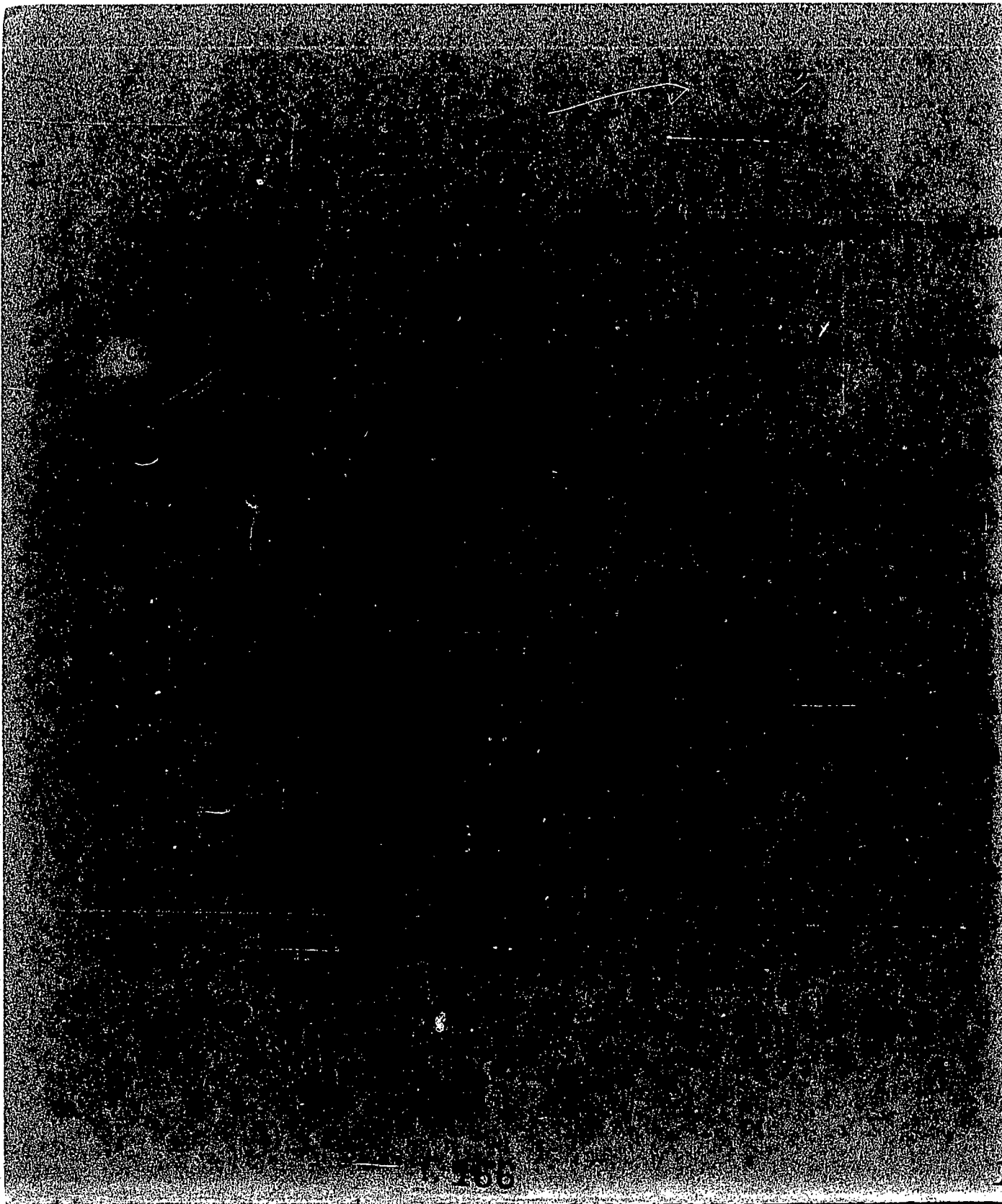
- 11.3 Air Pollution: The Facts

AMERICAN RED CROSS

- 11.1 Programs for Secondary School
- 11.2 High School Red Cross Plan of Action

13.0 HEALTH AND WELFARE DIVISION, METROPOLITAN INSURANCE COMPANY, 600 STOCKTON STREET, SAN FRANCISCO, CALIFORNIA 94120

- 13.1 Modern Miasmas (Teacher Reference)
- 13.2 Troubled Waters (Teacher Reference)



COMPETENCY 1: Discriminate critically between reliable and unreliable advertising.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Discrimination between reliable and unreliable health information is an individual responsibility.</p> <p>Our health behavior is affected by our belief and feelings about health information.</p>	<p>Make a bulletin board of common sources of health information (family, friends, pamphlets, salesmen, agencies, doctors, etc.)</p> <p>Develop criteria through class discussion for evaluating health information.</p> <p>Read or interview television or radio station to discuss the propaganda techniques utilized in communication media; is this good or not?</p> <p>Bring in samples of health advertising and discuss the techniques used. Make health posters using the same advertising appeals: testimonials, insinuations, superstitions, folklore, fear appeals, loaded words, partial truths, fragmented out-of-context statements, promises of miracles. Discuss the emotional appeal of some of the posters.</p> <p>Student committees become familiar with the REPORT magazine and discuss in class. Discuss how our actions may not always be based on scientific information.</p> <p>Discuss how television, films and books influence what we believe.</p>

discriminate critically between reliable and unreliable health information and advertising.

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>been able to identify health information.</p> <p>is a health information.</p> <p>is a health information.</p>	<p>Make a bulletin board of common sources of health information (family, friends, pamphlets, salesmen, schools, agencies, doctors, etc.)</p> <p>Develop criteria through class discussion for evaluating health information.</p> <p>Read or interview television or radio station personnel to discuss the propaganda techniques utilized in communication media; is this good or not?</p> <p>Bring in samples of health advertising and discuss the techniques used. Make health posters using the following advertising appeals: testimonials, insinuations, superstitions, folklore, fear appeals, loaded statements, partial truths, fragmented out-of-context statements, promises of miracles. Discuss the emotional appeal of some of the posters.</p> <p>Student committees become familiar with the CONSUMER REPORT magazine and discuss in class. Discuss why our actions may not always be based on scientific information.</p> <p>Discuss how television, films and books influence what we believe.</p>	<p>1.9</p> <p>1.10</p> <p>1.14</p> <p>1.15</p> <p>1.19</p> <p>2.8</p> <p>2.21</p> <p>4.12</p> <p>5.11</p> <p>5.13</p> <p>6.1</p> <p>6.2</p> <p>6.9</p> <p>6.10</p> <p>6.34</p>

COMPETENCY II: Use discriminating judgment in the selection and use of products.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Drugs and health products used are of many types and varieties.</p> <p>The worth and cost of health products should be considered before their purchase or use.</p>	<p>Read about and interview a pharmacist concerning definition of proprietary, prescription, over-the-counter, non-official drugs, generic, drug standards, and nostrums.</p> <p>Invite a pharmacist to discuss how medicines are made.</p> <p>(See Drug Unit)</p> <p>Give book and magazine reports on magic, medicine, and medicines. Evaluate source used.</p> <p>Develop an "ideal" home medicine chest. Develop precautions and danger list to attach to the medicine chest (danger of deterioration, following directions, own medicine, emergency use).</p> <p>(See Safety Education and Drug Units)</p>

discriminating judgment in the selection and use of drugs and other health products.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ucts s	<p>Read about and interview a pharmacist concerning the definition of proprietary, prescription, official and non-official drugs, generic, drug standards and nostrums.</p> <p>Invite a pharmacist to discuss how medicines and pills are made.</p> <p>(See Drug Unit)</p>	<p>2.18 2.21 4.13 5.11 5.13 7.7</p>
d be ir	<p>Give book and magazine reports on magic, myths and medicines. Evaluate source used.</p> <p>Develop an "ideal" home medicine chest. Develop safety precautions and danger list to attach to the inside of the medicine chest (danger of deterioration, labeling, following directions, own medicine, emergency action).</p> <p>(See Safety Education and Drug Units)</p>	<p>1.9 1.25 1.10 2.29 1.14 4.13 1.15 5.40 1.16 6.4 1.17 6.12 1.18 6.34 1.19 9.5 1.20</p>

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and self-treatment

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>One should heed danger signals of illness.</p> <p>Self-diagnosis and self-treatment can be hazardous to life.</p>	<p>Draw life size man, with string leading from parts of the body. Label symptoms which may indicate the need for competent medical attention.</p> <p>Read about remedies in Grecian, Egyptian and medieval times. Try to uncover information on "grandma's" remedies, some discarded and some found beneficial.</p> <p>Discuss the dangers of self-diagnosis and treatment.</p> <p>Invite a representative from the district FDA office to discuss and demonstrate fraudulent cure-all devices.</p> <p>Develop criteria for selection of reliable home products</p>

the dangers of medical neglect, self-diagnosis and self-treatment.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ous	Draw life size man, with string leading from parts of the body. Label symptoms which may indicate the need for competent medical attention.	1.9 2.27 1.15 2.30 1.16 2.31 2.7 5.11 2.8 5.13
	Read about remedies in Grecian, Egyptian and medieval times. Try to uncover information on "grandma's" remedies, some discarded and some found beneficial.	2.9 6.1 2.16 6.4 2.17 6.10 2.18 6.11
	Discuss the dangers of self-diagnosis and treatment.	2.19 6.13 2.20 6.15
	Invite a representative from the district FDA office to discuss and demonstrate fraudulent cure-all devices.	2.21 6.16 2.23 6.18 2.24 7.3
	Develop criteria for selection of reliable home products.	2.25

COMPETENCY IV: Intelligently select and utilize qualified and competent allied health personnel and services.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Qualified health-trained personnel are needed by our society.</p> <p>Use of established criteria helps in selecting competent and qualified medical advisors.</p> <p>There are ways of identifying quackery.</p>	<p>Select three career interests and write a list of the qualifications needed, training required (if required), functions of and possible personnel (physical therapists, occupational therapists, recreational therapists, medical and psychology workers, nutritionists, dietitians, registered nurses, practical nurses, nursing aides and attendants, and x-ray technicians, orthodontists, optometrists, opticians, clinical psychologists, health sanitarians, sanitary engineers, dental hygienists and pharmacists, osteopaths, physicians with dentists).</p> <p>(See Health Careers Unit)</p> <p>Perform charades with functions of health careers and let class guess which health career it is.</p> <p>Class develop criteria for selecting a qualified physician and/or dentist.</p> <p>Discuss fraudulent claims in quackery (see cure-alls, testimonials, etc.)</p> <p>Develop and discuss criteria for recognizing frauds and quacks.</p>

Intelligently select and utilize qualified and competent medical, dental and allied health personnel and services.

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
trained ded by our	<p>Select three career interests and write a short paper on the qualifications needed, training required, licensee (if required), functions of and possible need for such personnel (physical therapists, occupational therapists, recreational therapists, medical and psychiatric social workers, nutritionists, dietitians, registered nurses, practical nurses, nursing aides and attendants, medical and x-ray technicians, orthodontists, optometrists, opticians, clinical psychologists, health educators, sanitary engineers, dental hygienists and assistants, pharmacists, osteopaths, physicians with specialities, dentists).</p> <p>(See Health Careers Unit)</p>	<p>1.18 2.10 2.11 4.6 4.7 4.8 4.16 5.1 5.6 5.7 5.8 6.11 6.17 6.18 6.20 6.21</p>
ed criteria g com- fied	<p>Perform charades with functions of health specialties and let class guess which health career it is.</p> <p>Class develop criteria for selecting a qualified physician and/or dentist.</p>	<p>6.22 6.24 6.25 6.33 7.5 9.1 9.2</p>
identify-	<p>Discuss fraudulent claims in quackery (secret remedies, cure-alls, testimonials, etc.)</p> <p>Develop and discuss criteria for recognizing medical frauds and quacks.</p>	<p>11.2 13.1</p>

COMPETENCY V: Use discriminating judgment in evaluating and selecting health and accident insurance protection and understand the importance of medical care.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Knowledge of personal health and accident insurance is important in case of serious injury or illness.</p>	<p>Report on school accident insurance.</p> <p>Ask students to check with parents to see if they have health or accident insurance and if students carry identification.</p> <p>Ask students to check with parents as to what emergency care parents would want them to have.</p> <p>Make out medical identification cards. List insurance coverage and pertinent emergency information (i.e., blood type, allergies)</p> <p>(See Safety Education Unit)</p>

discriminating judgment in evaluating and selecting reliable medical, hospital, accident insurance protection and understand the costs of comprehensive care.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Report on school accident insurance.</p> <p>Ask students to check with parents to see if students have health or accident insurance and if so, whether students carry identification.</p> <p>Ask students to check with parents as to type of emergency care parents would want them to have.</p> <p>Make out medical identification cards. Indicate health insurance coverage and pertinent emergency information. (i.e., blood type, allergies)</p> <p>(See Safety Education Unit)</p>	<p>1.18 9.3</p> <p>2.1 9.4</p> <p>2.3 13.2</p> <p>2.18</p> <p>3.2</p> <p>5.1</p> <p>5.4</p> <p>5.5</p> <p>5.8</p> <p>6.4</p> <p>6.11</p> <p>6.28</p> <p>6.29</p> <p>7.3</p>

COMPETENCY VI: Appreciate roles and functions of health agencies and the role of citizens in supporting and promoting health programs.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Many agencies serve, protect and inform the health consumer.</p>	<p>Invite a lawyer to discuss state and local regulations imposed on solicitors and door-to-door salesmen.</p> <p>Investigate the role of the prosecuting attorney in health matters.</p> <p>Role play your response to a solicitor. Include a statement for his legal identification.</p> <p>Prepare displays of the functions of each of the following organizations: WHO, PAHO, UNESCO, UNICEF, voluntary health agencies, local health department, health department, Better Business Bureau, etc.</p> <p>Write and make oral reports on the work and contribution of international health agencies.</p> <p>(See Community Health Unit)</p>

Appreciate roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
e, pro- e health	<p>Invite a lawyer to discuss state and local restrictions imposed on solicitors and door-to-door salesmen.</p> <p>Investigate the role of the prosecuting attorney in these matters.</p> <p>Role play your response to a solicitor. Include asking for his legal identification.</p> <p>Prepare displays of the functions of each of the following organizations: WHO, PAHO, UNESCO, UNICEF, FDA, FTC, voluntary health agencies, local health department, state health department, Better Business Bureau, etc.</p> <p>Write and make oral reports on the work and contributions of international health agencies.</p> <p>(See Community Health Unit)</p>	<p>1.17 2.12 2.30 2.31 2.35 4.9 4.14 5.1 5.3 5.6 7.4 8.1</p>

COMPETENCY 1: Discriminate critically between reliable and unreliable advertising.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Evaluating the reliability and intent of health information can be done by using established criteria.</p> <p>In advertising and health information the communication media utilizes psychological and emotional appeals which affect our decisions.</p> <p>Family physicians and medical societies are reliable sources of health information.</p>	<p>Invite a professional person from a voluntary agency to discuss the role of voluntary in informing the public.</p> <p>Do a display of health information material from public and voluntary health agencies.</p> <p>Review criteria for evaluating health information developed in junior high. Committees can discuss how we find out the qualifications of the person (training, experience); how we assess the information; how we find out about an organization; what is the motive for giving information; and how is it presented (objective, statistical interpretation, conclusions, do not).</p> <p>Discuss the role of education, socio-economic, peer group influence and effects of advertising on consumer buying habits.</p> <p>Write a paper about where one seeks health information when one has a health problem; evaluate the reliability of the source.</p> <p>Evaluate various books on health.</p>

: Discriminate critically between reliable and unreliable health information and advertising.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
reliability health infor- one by using teria.	<p>Invite a professional person from a voluntary health agency to discuss the role of voluntary health agencies in informing the public.</p> <p>Do a display of health information materials available from public and voluntary health agencies.</p> <p>Review criteria for evaluating health information developed in junior high. Committees can report on: how we find out the qualifications of the informant (training, experience); how we assess these qualifica- tions; how we find out about an organization releasing information; what is the motive for giving information and how is it presented (objective, abstracted, sta- tistical interpretation, conclusions, documentation, etc.)</p>	<p>1.9 1.10 1.13 1.14 1.15 1.19 2.8 4.19 5.11 5.14 6.1 6.2 6.9 6.10 6.34 7.2</p>
and health communica- izes nd emotional ffect our	<p>Discuss the role of education, socio-economic levels, peer group influence and effects of advertising on con- sumer buying habits.</p>	
ns and medical reliable th informa-	<p>Write a paper about where one seeks health information when one has a health problem; evaluate these actions.</p> <p>Evaluate various books on health.</p>	

II: Use discriminating judgment in the selection and use of drugs and other health products.

or High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
in the eval- lection of ts.	Assign committees to develop bulletin boards from class-developed criteria (qualifications of individuals recommending, prescribing or administering health products; reputation of manufacturer or distributor; pharmaceutical standards; labeling requirements (FDA); motives of individuals selling or dispensing). Discuss purchase and use of headache remedies, cold remedies, dandruff removers, hair removers, vitamin pills, etc. after criteria have been established. Discuss why after knowing all of this we still purchase some products which do not fit criteria. (See Anatomy and Physiology Unit)	1.3 9.5 1.9 11.1 1.15 1.16 2.7 2.8 2.9 2.16 2.17 2.18 2.19 2.20 2.21 2.23 2.24 2.25 2.26 2.27 2.29 4.13 5.11 5.14 6.4 6.13 6.14 6.15 6.16 6.18
es and legisla- tect us from d harmful drugs.	Collect food and potent medicine labels, discuss the importance of the directions, NF and USP listing of ingredients and comparative costs. Do reports on legal protection for the consumer in the area of health products. Review court cases on the sale of fraudulent health products and devices.	2.26 2.27 2.29 4.13 5.11 5.14 6.4 6.13 6.14 6.15 6.16 6.18
tions must be using drugs.	Review safety precautions and dangers in taking medicine. (oral reports on dangers of combinations-- alcohol and drugs, several drugs together, etc.)	6.15 6.16 6.18

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Discuss parental responsibility in protecting children from taking drugs. (Boys may attempt to develop an "open-proof" door for medicine cabinet taking into consideration growth and developmental characteristics of children; discuss practice of comparing medicine to candy; investigate effectiveness of open-proof aspirin bottles; discuss value of reporting to physician unusual reactions children might have to medicine, etc.)</p> <p>(See Drug and Safety Education Units)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss parental responsibility in protecting children from taking drugs. (Boys may attempt to develop an "open-proof" door for medicine cabinet taking into consideration growth and developmental characteristics of children; discuss practice of comparing medicine to candy; investigate effectiveness of open-proof aspirin bottles; discuss value of reporting to physician unusual reactions children might have to medicine, etc.)</p> <p>(See Drug and Safety Education Units)</p>	

COMPETENCY III: Avoid the dangers of medical neglect, self-diagnosis and s

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Ignoring illness or unusual symptoms may endanger health.	Discuss the dangers of ignoring illness or unusual symptoms; discuss the physician's role in diagnosis and treating and how one can assist the physician accurately giving him all symptoms. (See Heart, Cancer, and Respiratory Disease)

the dangers of medical neglect, self-diagnosis and self-treatment.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
al lth.	<p>Discuss the dangers of ignoring illness or unusual symptoms; discuss the physician's role in diagnosing and treating and how one can assist the physician by accurately giving him all symptoms.</p> <p>(See Heart, Cancer, and Respiratory Disease Units)</p>	<p>5.11 5.14</p>

COMPETENCY IV: Intelligently select and utilize qualified and competent medical and allied health personnel and services.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Adult responsibility involves selection of competent personal and family physician, dentist and other allied health personnel.</p>	<p>Develop solutions to this problem: You have just moved into a new community as newlyweds. Your husband is very ill during the night. What should you do? Investigate emergency care of hospitals, where to obtain reliable information about qualified physicians, dentists, professional ethics, etc.)</p> <p>Develop criteria for selecting a family physician, dentist and other health personnel.</p>
<p>Health fields are in need of qualified personnel.</p>	<p>Collect pamphlets and other materials on all fields which relate to health. Investigate funds, grants and scholarships in health careers.</p> <p>Tabulate in depth the requirements for specialized dental and paramedical training.</p> <p>(See Health Careers Unit)</p>
<p>Ethical codes exist for the practice of medicine, dentistry and allied health professions.</p>	<p>Identify a health quack; discuss where and how illegal and unethical practices.</p> <p>Structure mock court trial of a cancer quack.</p> <p>Explore the social, emotional and economic reasons why people go to quacks.</p>

telligently select and utilize qualified and competent medical, dental and
 lied health personnel and services.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
involves nt per- sician, lied	Develop solutions to this problem: You have just moved into a new community as newlyweds. Your husband becomes very ill during the night. What should you do? (Investigate emergency care of hospitals, where to obtain reliable information about qualified physicians and dentists, professional ethics, etc.)	4.5 4.6 4.7 4.8 4.14 5.1 5.6 5.7 5.8 5.14 6.11
need of	Develop criteria for selecting a family physician, dentist and other health personnel.	6.18 6.20 6.21 6.22 6.23 6.24 6.25 6.26 6.27 6.31
	Collect pamphlets and other materials on all fields which relate to health. Investigate funds, grants and scholarships in health careers.	6.32 6.33 7.5 9.1 9.2 9.6 11.2 13.1
	Tabulate in depth the requirements for speciality medical, dental and paramedical training.	
	(See Health Careers Unit)	
for the e, d health	Identify a health quack; discuss where and how to report illegal and unethical practices.	
	Structure mock court trial of a cancer quack.	
	Explore the social, emotional and economic reasons why people go to quacks.	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Each family should be familiar with and know how to utilize certain health services.</p>	<p>Organize field trips and reports on hospital nursing homes, well-baby clinics, etc. (Include things as types, services, standards and costs and requirements for use.)</p> <p>Evaluate health services in your community as to quality and quantity.</p> <p>Discuss and develop a list of essential health services that should be available in the local community. Which are they essential?</p> <p>(See Health Careers and Community Health Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ow h	<p>Organize field trips and reports on hospitals, clinics, nursing homes, well-baby clinics, etc. (Include such things as types, services, standards and controls, costs and requirements for use.)</p> <p>Evaluate health services in your community as to quality and quantity.</p> <p>Discuss and develop a list of essential health services that should be available in the local community. Why are they essential?</p> <p>(See Health Careers and Community Health Units)</p>	

discriminating judgment in evaluating and selecting reliable medical, health and accident insurance protection and understand the costs of extensive medical care.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	Develop criteria for selecting health and accident insurance. Then collect examples of insurance and evaluate the various plans. (Consider unique needs of an individual and his family, types and methods of coverage, costs, etc.)	1.18 2.1 2.3 2.18 3.2 5.1
	Do a research paper on the historical development of health insurance in the United States.	5.4 5.5 5.9
	Do a research paper on health insurance plans in some other country.	6.4 6.11 6.28 6.29
ant	Debate: Medicare versus Individual Responsibility.	7.1 7.8
	Ask a committee to investigate hospital and doctor's costs for common emergencies and illness; evaluate.	9.3 9.4
	Plan a budget for health care for a year for a young family with two children.	
	Write and orally present reports on the costs for public health and for special health programs in the state (percent of total income spent on medical care); how it is spent (drugs, physicians, etc.); cost variables (age, location); special groups (Indians, seamen, disabled); TB hospitals, hospitals for the mentally ill, care of the retarded and indigent, medical care in penal institution, research, local health departments, school health programs.	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Promotion of health and planning for illness lower medical costs.</p>	<p>Discuss ways in which individuals and families can medical and dental costs. (i.e., planning ahead; h practices)</p> <p>(See Disease Unit and Anatomy and Physiology Unit</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Discuss ways in which individuals and families can reduce medical and dental costs. (i.e., planning ahead; health practices)</p> <p>(See Disease Unit and Anatomy and Physiology Unit)</p>	

COMPETENCY VI: Appreciate roles and functions of health agencies and the responsibilities of citizens in supporting and promoting health programs.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Health protection is primarily the responsibility of the individual.</p>	<p>Invite local congressman, judge or lawyer to discuss citizen's role and responsibility in initiating and enforcing health legislation.</p> <p>Debate: Individual Beliefs versus Community Welfare</p> <p>Prepare posters for easy explanations of state health legislation and controls that protect the health of the consumer; discuss the individual's responsibility for these.</p> <p>Discuss how vested interest groups influence health legislation. Compare this with general public opinion.</p> <p>(See Community Health Unit)</p>

iate roles and functions of health agencies and the responsibilities of
ns in supporting and promoting health programs.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
- y	<p>Invite local congressman, judge or lawyer to discuss the citizen's role and responsibility in initiating and enforcing health legislation.</p> <p>Debate: Individual Beliefs versus Community Welfare</p> <p>Prepare posters for easy explanations of state and federal legislation and controls that protect the health consumer; discuss the individual's responsibility in light of these.</p> <p>Discuss how vested interest groups influence health legislation. Compare this with general public apathy.</p> <p>(See Community Health Unit)</p>	<p>1.17 4.16 1.20 4.17 1.21 4.18 1.25 5.1 1.26 5.2 2.5 5.3 2.13 5.6 2.14 8.1 2.15 2.17 2.32 2.34 2.35 4.9 4.15</p>

CONSUMER HEALTH RESOURCES

The resource list is for both the elementary and secondary levels because the reading level of elementary students. The resources, therefore, are and hopefully he can modify the information to relate to the level of understanding. Where a resource is of elementary student reading or comprehension level a reference.

(Preview all films; Review all materials)

1.0 BOOKS

- 1.1 Packard, Vance O. THE HIDDEN PERSUADERS. (Pocket Books), McKay
- *1.2 Dudley, Nancy. LINDA GOES TO THE HOSPITAL. Coward, McCann, 195
- 1.3 MODERN DRUG ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearc
- *1.4 Elting, Mary. THE FIRST BOOK OF NURSES. Watts
- *1.5 Thompson, Frances B. ABOUT DR. JOHN. Childrens, 1959
- *1.6 Jubelier, Ruth. ABOUT JACK'S CHECK-UP. Childrens, 1957
- *1.7 Jubelier, Ruth. ABOUT JACK'S DENTAL CHECK-UP. Childrens
- *1.8 Lerner, Marguerite R. DOCTOR'S TOOLS. Lerner, 1960
- 1.9 Atkinson, Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956
- 1.10 Cook, James. REMEDIES AND RACKETS. Norton, 1958
- *1.11 Cook, James. JOHNNY GOES TO THE HOSPITAL. Houghton
- 1.12 Deutsch, Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Boo
- 1.13 Dubos, Rene J. THE MIRAGE OF HEALTH. Doubleday, 1959
- 1.14 Editors of Consumer Reports. THE MEDICINE SHOW. Simon and Sch
- 1.15 Gardiner, Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE.
- 1.16 Haggard, Howard. DEVILS, DRUGS, AND DOCTORS. Affiliated Publi
- 1.17 Hemphill, Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (his
- 1.18 Pinckney, Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND ME
- 1.19 Smith, Ralph Lee. THE HEALTH HUSKSTERS. Crowell Co., 1960
- 1.20 Young, James H. THE TOADSTOOL MILLIONAIRES. Princeton Univers
- 1.21 Ottenberg, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall,
- *1.22 Greene, Carla. DOCTORS AND NURSES: WHAT DO THEY DO? Harper a
- 1.23 Schramm, Wilbur and others. TELEVISION IN THE LIVES OF OUR CHI

CONSUMER HEALTH RESOURCES

for both the elementary and secondary levels because very little is available on elementary students. The resources, therefore, are for the elementary teacher modify the information to relate to the level of understanding of his students. of elementary student reading or comprehension level an * is placed before the

(Preview all films; Review all materials)

ance O. THE HIDDEN PERSUADERS. (Pocket Books), McKay, 1957
ncy. LINDA GOES TO THE HOSPITAL. Coward, McCann, 1953
G ENCYCLOPEDIA AND THERAPEUTIC INDEX. Sloan and Pearce
ry. THE FIRST BOOK OF NURSES. Watts
Frances B. ABOUT DR. JOHN. Childrens, 1959
Ruth. ABOUT JACK'S CHECK-UP. Childrens, 1957
Ruth. ABOUT JACK'S DENTAL CHECK-UP. Childrens
arguerite R. DOCTOR'S TOOLS. Lerner, 1960
Donald T. MAGIC, MYTH, AND MEDICINE. Fawcett, 1956 (paperback)
es. REMEDIES AND RACKETS. Norton, 1958
es. JOHNNY GOES TO THE HOSPITAL. Houghton
Ronald M. THE NUTS AMONG THE BERRIES. Ballantine Books, 1961 (paperback)
he J. THE MIRAGE OF HEALTH. Doubleday, 1959
f Consumer Reports. THE MEDICINE SHOW. Simon and Schuster, 1961
Martin. FADS AND FALLACIES IN THE NAME OF SCIENCE. Dover, 1957 (paperback)
Howard. DEVILS, DRUGS, AND DOCTORS. Affiliated Publishers, 1959 (paperback)
Josephine. FRUITCAKE AND ARSENIC. Little, 1962 (history and stories of the F.D.A.)
Edward R. HOW TO MAKE THE MOST OF YOUR DOCTOR AND MEDICINE. Fallett, 1964
ph Lee. THE HEALTH HUSKSTERS. Crowell Co., 1960
mes H. THE TOADSTOOL MILLIONAIRES. Princeton University Press, 1961
, Miriam. THE FEDERAL INVESTIGATORS. Prentice-Hall, 1962, Chapter 10
arla. DOCTORS AND NURSES: WHAT DO THEY DO? Harper and Row, 1963
Wilbur and others. TELEVISION IN THE LIVES OF OUR CHILDREN. Stanford, 1961

- 1.24 Kiev, Ari, (Ed.) MAGIC, FAITH, AND HEALING. Free Press, 1964
- 1.25 Trump, Fred. BUYER BEWARD. Abingdon, 1965
- 1.26 Campbell, Hannah. WHY DID THEY NAME IT. Fleet Publishing, 1964
- *1.27 Elting, Mary. FIRST BOOK OF HOSPITALS. Watts
- 1.28 Zim, Gene. DEAR GARBAGE MAN. Harper, 1957
- 1.29 Berger, Knute and others. A VISIT TO THE DOCTOR. Grosset and Dunlap, 1960

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 Personal Health Expenses
- 2.2 The Cancer Quacks
- 2.3 Health Insurance Coverage, United States
- 2.5 General Regulations for Enforcement of the F.D. Drug and Cosmetic Act

FEDERAL FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

- 2.7 Protect Your Family Against Poisoning
- 2.8 Cosmetics-- Facts for Consumers
- 2.9 Labeling for Home Safety
- 2.10 Quackery Can Kill
- 2.11 Health Education and Medical Quackery
- 2.12 F.D.A., What It Is and Does
- 2.13 Drug Amendments of 1962. October 27, 1962
- 2.14 Enforcing the F.D.A. Act. 1964
- 2.15 Requirements of the U.S. Food, Drug, and Cosmetic Act (non-technical)
- 2.16 First Facts About Drugs
- 2.17 F.D.A. Report on Enforcement and Compliance
- 2.18 Your Money and Your Life
- 2.19 Drugs and Driving
- 2.20 Drug Side Effects
- 2.21 Read the Label
- 2.22 Dr. Quack's Clinic (color slides)
- 2.23 Safe New Drugs
- 2.24 Fake Medical Devices
- 2.25 Habit-Forming Drugs
- 2.26 Quackery As A Public Health Problem

- 2.27 The Government and The Consumer: Evolution of Food and Drug Law
Historical Association but available through F.D.A.)
- 2.29 F.D.A. Packet: Consumer Protection-- Drugs or Cosmetics
- 2.30 F.D.A. Approval of New Drugs
- 2.31 Student Reference Sheet, Evolution in the F.D.C. Law Area
- 2.32 S.R.S., The Democratic Process of Rule-Making
- *2.33 Dennis The Menace Takes Poison
- 2.34 Law Behind the Label (color slides)

CHIEF POSTAL INSPECTOR, UNITED STATES POST OFFICE DEPARTMENT, WA

- 2.35 How the Postal Inspection Service Protects You Against Mail Fraud

3.0 FILMSTRIPS

- 3.1 Health Helpers, EBF
- 3.2 Dollars for Health, ILI
- 3.3 The Little Pink Bottle, NF
- 3.4 Checking Your Health, EBF
- 3.5 Community Helpers for Health, EGH

4.0 FILMS

- 4.2 A New World For Peter, Hanna
- 4.3 How To Catch A Cold, WSH
- 4.4 Your Friend The Doctor, Coronet
- 4.5 Your Doctor, McG
- 4.6 Choosing A Doctor, McG
- 4.7 Medicine Man, AMA
- 4.8 Misery Merchants, WSH
- 4.9 Helping Hands For Julie, WSH
- 4.10 Myth, Superstition, and Science, IFB
- 4.11 Science and Superstition, Coronet
- 4.12 Are You Positive, WTA
- 4.13 Folks, Facts, and Pharmacy, LL
- 4.14 Quacks and Nostrums, McG
- 4.15 A Reason for Confidence, FDA
- 4.16 The Meanest Crime in the World, FDA
- 4.17 Target Quackery, ARF
- 4.18 A Life to Save, AMA

and The Consumer: Evolution of Food and Drug Laws. (published by American
ation but available through F.D.A.)
Consumer Protection-- Drugs or Cosmetics
of New Drugs
Sheet, Evolution in the F.D.C. Law Area
ratic Process of Rule-Making
Takes Poison
bel (color slides)

ECTOR, UNITED STATES POST OFFICE DEPARTMENT, WASHINGTON, D. C. 20260

Inspection Service Protects You Against Mail Fraud

EBF
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s for Health, EGH

Peter, Hanna
old, WSH
Doctor, Coronet
r, McG
A
, WSH
r Julie, WSH
on, and Science, IFB
stitution, Coronet
, WTA
d Pharmacy, LL
ums, McG
fidence, FDA
e in the World, FDA
ARF
AMA

- 4.19 Propaganda Techniques, Coronet
- 4.20 Tommy The Lion, McG

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

- 5.1 Whom Shall I Consult About My Eyes?
- 5.2 Beware of "Health Quacks"
- 5.3 Mechanical Quackery
- 5.4 Let's Use, Not Abuse Health Insurance
- 5.5 Eight Ways to Cut Your Doctor Bills
- 5.6 What To Look For In A Nursing Home
- 5.10 Merchants of Menace
- 5.11 Defenses Against Quackery (a resource for teachers - general information)
- 5.12 Defenses Against Quackery (sample teaching unit 1-6)
- 5.13 Defenses Against Quackery (sample teaching unit, junior high)
- 5.14 Defenses Against Quackery (sample teaching unit, senior high)

AMERICAN RED CROSS (local chapter)

- 5.15 Men Against Disease

AMERICAN OSTEOPATHIC ASSOCIATION, 212 EAST OHIO STREET, CHICAGO, ILLINOIS 60611

- 5.7 The Osteopathic Profession

AMERICAN DENTAL ASSOCIATION, 220 EAST SUPERIOR STREET, CHICAGO, ILLINOIS 60611

- 5.8 Eight Areas of Specialization in Dentistry
- 5.9 Dental Prepayment

6.0 TODAY'S HEALTH

- 6.1 Dunlop, Richard. "Granny Had A Cure For Everything." May, 1963
- 6.2 Rosen, Harold. "Hypnosis: The Fad and the Facts." October, 1963
- 6.3 Wolters, Larry. "The T.V. Doctors." October, 1962
- 6.4 Smith, Ralph L. "Are You Wasting Your Money on Health Cosmetics?" April, 1961

- 6.5 Dunlop, Richard. "Doctors Who Helped Win The West." September, 1964
- 6.6 Dunlop, Richard. "The Paleface: Medicine Man of the Frontier." March, 1964
- 6.7 Dunlop, Richard. "Quacktitioners in the Old West." November, 1964
- 6.8 Dunlop, Richard. "How To Spot A Quack."
- 6.9 Earle, Howard. "Iron Curtain of Superstition." April, 1961
- 6.10 Gamble, Frederic R. "The Importance of Honesty in Advertising." July, 1961
- 6.11 Kursh, Harry. "Mail Order Quack's Harvest: Dollars and Death." March, 1961
- 6.12 "Primitive Medicine: Magic, Miracle, and Myth." February, 1962
- 6.13 Balk, Alfred. "Your Headache--Facts and Fallacies." March, 1960
- 6.14 Cooley, Donald. "A Drug Is Born." September, 1963
- 6.15 Cooley, Donald. "How Some Drugs Get Their Names." April, 1961
- 6.16 Cooley, Donald. "Medicine of Tomorrow." Part I, November, 1963; Part II, December, 1963
- 6.17 Kaplan, Jack. "The Health Machine Menace: Therapy by Witchcraft." February, 1961
- 6.18 Ratcliff, I.D. "America's Laxative Addicts." November, 1962
- 6.19 Smith, Ralph L. "The Strange World of Mechanical Quackery." November, 1964
- 6.20 Conley, Veronica L. "R.N.--Those Magic Initials." December, 1960
- 6.21 Donahue, Stephan. "What Is A Dermatologist?" September, 1962
- 6.22 Donahue, Stephan. "What Is An Internist?" April, 1963
- 6.23 Earle, Howard. "The Remarkable World of Dentistry." April, 1963
- 6.24 "How To Spot A Quack."
- 6.25 Orphan, Dennis. "A Doctor in the Making." October, 1961
- 6.26 Terry, Luther L. "What Is A Public Health Physician?" May, 1963
- 6.27 "What Is A Doctor?" April, 1960
- 6.28 Earle, Howard. "How To Save Money On Your Health Insurance." February, 1961
- 6.29 Allman, David B. "Are Medical Costs too High?" September, 1964
- 6.30 Ward. "Four Horsemen of Quackery." January, 1965
- 6.31 Smith, Ralph Lee. "The Face Burners." June, 1966
- 6.32 Kaplan, Jack. "Doctor Abrams--Dean of Medical Quacks." April, 1966

AMERICAN JOURNAL OF NURSING

- 6.33 Karnofsky, David A. "Cancer Quackery." April, 1959

CONSUMER REPORTS (Magazine)

- 6.34 False Advertising and Products for the Overweight. November, 1959

7.0 AMERICAN HOSPITAL ASSOCIATION, 840 NORTH LAKE SHORE DRIVE, CHICAGO, ILLINOIS 60611

7.1 Rates and Charges In Your Hospital

7.2 Do You Know Your Hospital?

7.3 Hospital Today

NATIONAL BETTER BUSINESS BUREAU, INC., 825 REPUBLIC BUILDING, SEATTLE, WASHINGTON 98101

7.4 Service Bulletin (recent court actions--health products and devices)

7.5 Facts You Should Know About Health Quackery

U.N.E.S.C.O., UNITED NATIONS BUILDING, NEW YORK, NEW YORK

7.6 Seven Hundred Science Experiments

PROPRIETARY ASSOCIATION, 1717 PENNSYLVANIA AVENUE, N.W., WASHINGTON, D. C. 20006

7.7 Your Home Medicine Chest (pamphlet)

HEALTH INSURANCE INSTITUTE, 277 PARK AVENUE, NEW YORK, NEW YORK 10017

7.8 Source Book of Health Insurance Data (current year)

8.0 ATTORNEY GENERAL'S OFFICE, TEMPLE OF JUSTICE, OLYMPIA, WASHINGTON 98501

8.1 A Consumer Protection Handbook

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

9.1 Science vs Chiropractic

9.2 The Arthritis Hoax

9.3 A Consumer's Guide to Health Insurance Plans

9.4 The Blue Cross Story

9.5 Buyer, Be Wary

Your Family's Health

- 11.0 ARTHRITIS AND RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER
FIFTH AVENUE, SEATTLE, WASHINGTON 98101
- 11.1 Walrad, Ruth. "The Misrepresentation of Arthritis Drugs and De
AMERICAN CANCER ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARR
- 11.2 I Have A Secret Cure For Cancer
WASHINGTON STATE HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE
- 11.4 How The Doctor Examines Your Heart
- 13.0 METROPOLITAN LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION
FRANCISCO, CALIFORNIA 94120
- 13.1 Profile of a Practicing Physician
PRUDENTIAL INSURANCE COMPANY OF AMERICA, PUBLIC RELATIONS DIVIS
LOS ANGELES, CALIFORNIA 90054
- 13.2 Health Passport

RHEUMATISM FOUNDATION, WESTERN WASHINGTON CHAPTER, ORPHEUM BUILDING, 1900
SEATTLE, WASHINGTON 98101

The Misrepresentation of Arthritis Drugs and Devices in the U.S."

ASSOCIATION, WASHINGTON DIVISION, 123 WEST HARRISON AVENUE, SEATTLE, WASHINGTON 98119

Cure For Cancer

HEART ASSOCIATION, 3121 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

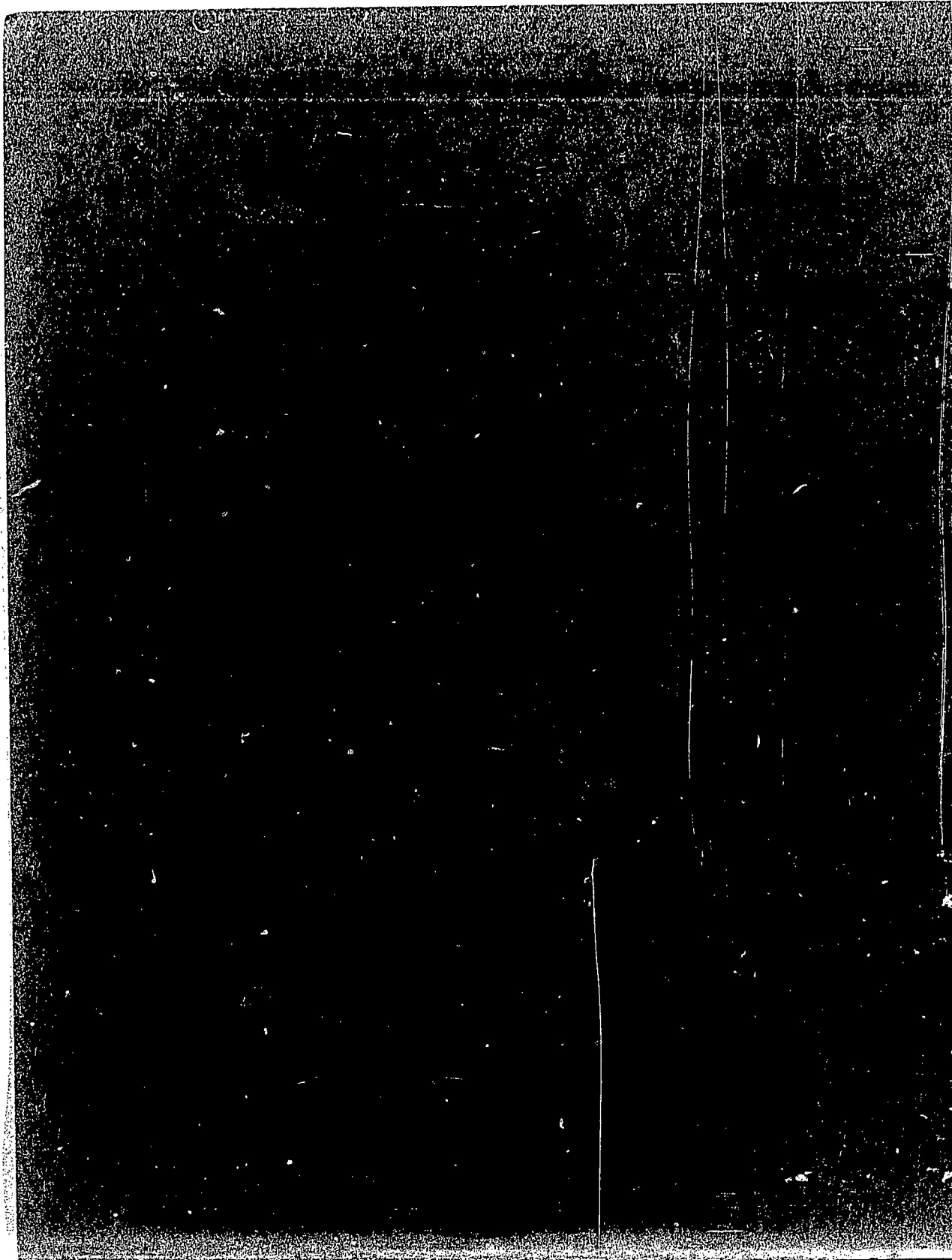
Examines Your Heart

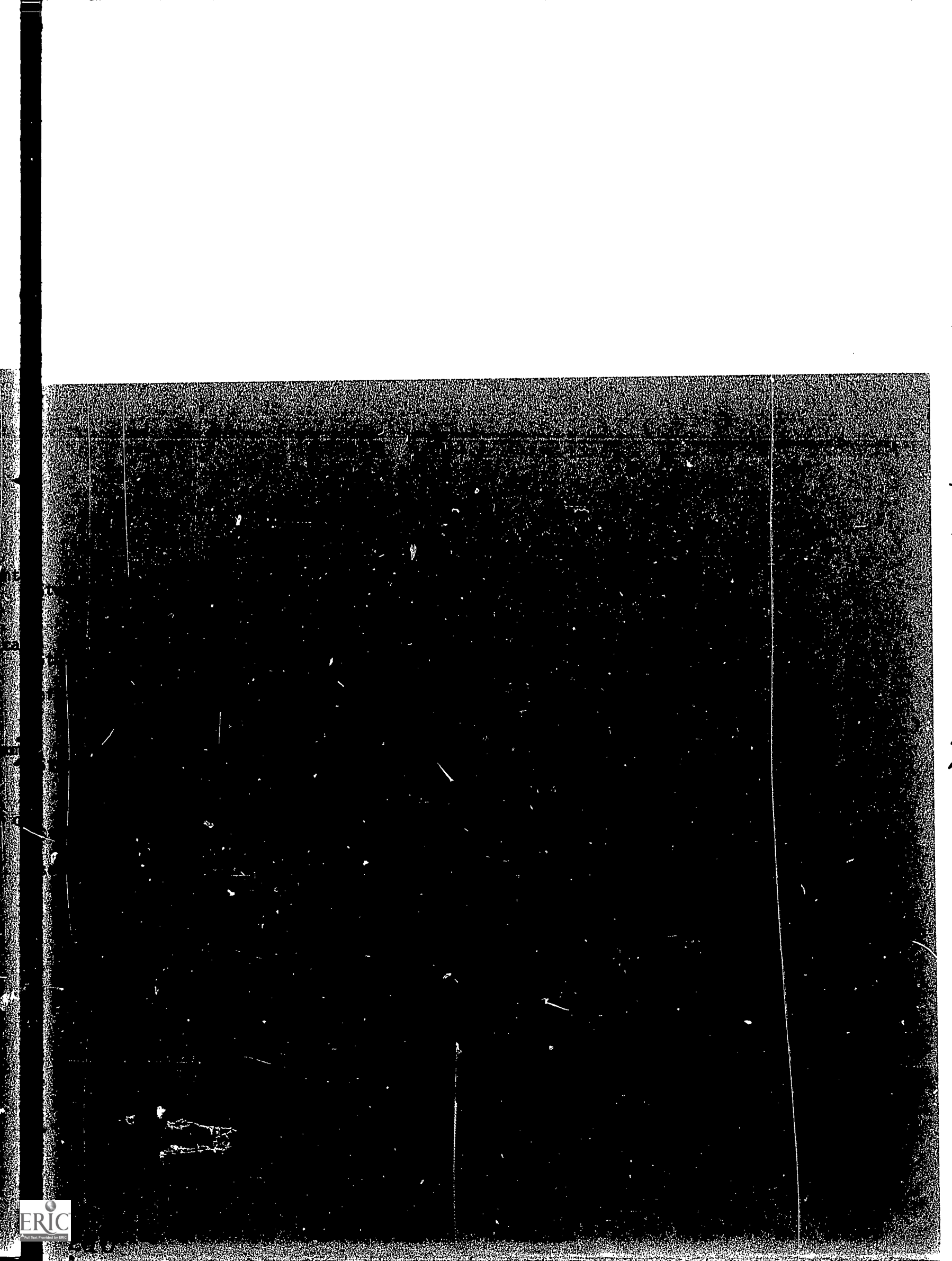
IFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN
FRANCISCO, CALIFORNIA 94120

Practicing Physician

INSURANCE COMPANY OF AMERICA, PUBLIC RELATIONS DIVISION, P. O. BOX 2314,
SAN FRANCISCO, CALIFORNIA 94054







COMPETENCY 1: Appreciate growth and function of dental structures.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Dental appearance affects personality.	<p>Observe people admiring various products in ads. How many have beautiful teeth? How many have bad teeth?</p> <p>Give an illustrated lecture using ADA material on dental appearance.</p> <p>Use disclosing tablets for self-testing.</p> <p>Make poster showing how teeth could affect personality. Be prepared to discuss posters.</p>
Secondary teeth are meant to be permanent.	<p>Review structure of permanent teeth.</p> <p>Prepare chart with comparisons of dentures with own teeth as to comfort, eating enjoyment, cost (initial and continued). Use interviews, references, etc. to gather information.</p> <p>Conduct a campaign for preservation of natural teeth. Posters or skit suggestion such as: Your's To Hold, Now's the Time, Use Your Head for Your Teeth and Consequences, Preserve-Protect-Defend.</p>
All parts of the dental structure have purpose.	<p>Make up cross word puzzle utilizing knowledge of dental structure and purpose.</p>

1: Appreciate growth and function of dental structures.

or High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ance affects	<p>Observe people admiring various products in magazine ads. How many have beautiful teeth? How many unsightly?</p> <p>Give an illustrated lecture using ADA materials on teeth and appearance.</p> <p>Use disclosing tablets for self-testing.</p> <p>Make poster showing how teeth could affect personality. Be prepared to discuss posters.</p>	<p>1.1 5.1 8.2 8.11 12.1</p> <p>12.3</p>
th are meant nt.	<p>Review structure of permanent teeth.</p> <p>Prepare chart with comparisons of dentures to students' own teeth as to comfort, eating enjoyment, and cost (initial and continued). Use interviews, reference materials, etc. to gather information.</p> <p>Conduct a campaign for preservation of natural teeth. Posters or skit suggestion such as: Your's to Have and To Hold, Now's the Time, Use Your Head for Your Teeth, Teeth and Consequences, Preserve-Protect-Defend.</p>	<p>1.2 6.1 6.20 6.35 8.3 8.4 12.1</p>
the dental e purpose.	<p>Make up cross word puzzle utilizing knowledge of tooth structure and purpose.</p>	<p>4.9 6.1 8.5</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p>Utilize model of tooth, especially cross-section, and discuss specific purpose of each part of tooth.</p> <p>Prepare committee reports on relationship of tooth to digestion including structures such as tonsils, tonsil buds, salivary glands.</p> <p>(See Anatomy and Physiology Unit)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Utilize model of tooth, especially cross-section, to discuss specific purpose of each part of tooth.</p> <p>Prepare committee reports on relationship of teeth to digestion including structures such as tongue, taste buds, salivary glands.</p> <p>(See Anatomy and Physiology Unit)</p>	

COMPETENCY II: Know and use information concerning causes, prevention, and treatment of dental disorders.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Most dental disorders may be prevented or corrected</p>	<p>(Note: learning experiences under this concept may be developed and reported by student or teacher. Activities may also be done by the teacher or student demonstration.)</p> <p>Report on various disorders emphasizing prevention and correction. (malocclusion, periodontal disease, gingivitis, tooth decay, erosion and abrasion)</p> <p>Create a mural showing the route of decay and show causes contributing to decay and erosion.</p>
<p>Foods continue to be important to mature teeth.</p>	<p>Report on hidden sugars. Demonstrate spoonfulls of sugar in given amounts of food. Fully label and use this information in the entire school.</p> <p>Prepare lunch and/or snacks of appetizing foods that would be substitutes for sweets, e.g. carrot curls, ham cubes, radish roses and stuffed celery.</p>
<p>Specialized personnel treat dental disorders.</p>	<p>Refer to mural mentioned before and cover the crossroads leading to loss of tooth and restoration (cover all dental services)</p>

Know and use information concerning causes, prevention and correction of dental disorders.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>ers may corrected</p> <p>be impor- eth.</p>	<p>(Note: learning experiences under this competency can be developed and reported by student committees. These activities may also be done by the teacher and/or student demonstration.)</p> <p>Report on various disorders emphasizing prevention and correction. (malocclusion, periodontal diseases, missing teeth, erosion and abrasion)</p> <p>Create a mural showing the route of a tooth to trouble; show causes contributing to decay and loss of tooth.</p> <p>Report on hidden sugars. Demonstrate to class equivalent spoonfulls of sugar in given amounts of foods. Carefully label and use this information for a display for the entire school.</p> <p>Prepare lunch and/or snacks of appetizing foods that would be substitutes for sweets, e.g.: deviled eggs, carrot curls, ham cubes, radish roses, popcorn, apples, and stuffed celery.</p>	<p>1.1 8.4 4.4 8.6 4.5 4.10 6.2 6.6 6.8 6.9 6.10 6.24 6.29 8.2</p> <p>1.1 8.13 8.12</p>
<p>nnel treat</p>	<p>Refer to mural mentioned before and continue route at the crossroads leading to loss of tooth or ways to restoration (cover all dental services).</p>	<p>4.6 4.7 4.8 4.11</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Safety practices can prevent dental accidents.</p>	<p>List dental services and discuss own experience with these services.</p> <p>Investigate cost of dental education and office.</p> <p>Have athletes report on and demonstrate measures to prevent dental accidents.</p> <p>Show pictures of dental accidents. Write about accidents that occurred and could have been prevented.</p> <p>Investigate insurance coverage for dental services.</p> <p>(See Safety Education Unit)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

List dental services and discuss own experiences with these services.

6.8 4.13

Investigate cost of dental education and equipping dental office.

6.9
6.11
6.12
6.13
6.14

Have athletes report on and demonstrate mouth guards.

6.17
8.5

Show pictures of dental accidents. Write how these occurred and could have been prevented.

Investigate insurance coverage for dental inquiries.

(See Safety Education Unit)

COMPETENCY IV: Discriminate as a consumer of dental information, products

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Dental neglect is expensive for the individual.</p> <p>There are many factors which influence choices of products and services.</p> <p>Information is available regarding choices of products and services.</p>	<p>Compare repair of small caries vs abscessed tooth (time, need for specialist, number teeth involved, result). (Suggestion for idea of time and cost with teeth in center showing time needed to repair each.)</p> <p>Discuss relationship between dental hygiene and dental care. Analyze the effectiveness of mouthwashes in light of this relationship.</p> <p>Read letter from Aunt Mary telling of her toothache and avoidance of dentist due to fear. One-half of class write Aunt Mary reassuring her and urging an appointment. Other half of class write Aunt Mary's reaction after having dental care.</p> <p>(i.e. Discuss fallacies that could have influenced hesitancy in seeking dental care. "Dental treatment is always painful," family patterns, loose teeth, etc.)</p> <p>Develop a mural of the history of dentistry.</p> <p>Evaluate electric tooth brushes, dentifrices.</p> <p>(See Consumer Health Unit)</p>

discriminate as a consumer of dental information, products and services.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
expensive	Compare repair of small caries vs abscessed tooth (dentist time, need for specialist, number teeth involved, and result). (Suggestion for idea of time and cost: clocks with teeth in center showing time needed to repair each.)	6.6 6.8 6.9 6.19
rs which pro-	Discuss relationship between dental hygiene and halitosis. Analyze the effectiveness of mouthwashes in light of this relationship. Read letter from Aunt Mary telling of her tooth troubles and avoidance of dentist due to fear. One-half of class write Aunt Mary reassuring her and urging an immediate appointment. Other half of class write Aunt Mary's reaction after having dental care. (i.e. Discuss fallacies that could have influenced her hesitancy in seeking dental care. "Dental treatments are always painful," family patterns, lose teeth anyway.)	1.3 6.3 6.4 6.5 6.23 6.36 8.11
able es.	Develop a mural of the history of dentistry. Evaluate electric tooth brushes, dentifrices. (See Consumer Health Unit)	6.21 6.23 6.25 6.36 6.31 6.33 6.34

COMPETENCY 1: Appreciate growth and function of dental structures.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Dental health affects inter-personal relationships.</p>	<p>Investigate <u>gross</u> dental defects and need for dental work from standpoint of physical and psychological factors.</p> <p>Structure a "What would you do if" story with a beginning, middle, and an ending to the story. (Attempt to show dental problems (of aesthetic nature) can be solved but it is a matter of choice as these problems affect one's success in life.) Use film "Choice."</p> <p>(Review junior high material, if necessary.)</p> <p>Chart the embryological development of teeth. Discuss research which shows influence of environment. What are the implications of this for parents.</p>

owth and function of dental structures.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Investigate <u>gross</u> dental defects and necessity for remedial work from standpoint of physical and mental health.</p> <p>Structure a "What would you do if" story; class discuss an ending to the story. (Attempt to show that minor dental problems (of aesthetic nature) can be remedied but it is a matter of choice as these problems need not affect one's success in life.) Use film "A Matter of Choice."</p> <p>(Review junior high material, if necessary)</p> <p>Chart the embryological development of the oral cavity. Discuss research which shows influence on this development. What are the implications of this information for parents.</p>	<p>4.12 6.14 6.28</p>

COMPETENCY 11: Know and use information concerning causes, prevention and disorders.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Family patterns affect dental health and care.	Analyze students' own dental health habits to the dental health habits of his family, example setting, teaching and supervising care, and initiating professional dental service. An evaluation form can be devised and used.
	Discuss following example of a problem: The family of John and Mary is three year old Susie. Her teeth are in need of dental care. John feels her teeth do not need attention because Susie has permanent teeth. Should Mary convince John to get her for care of primary teeth?
Nutritional patterns influence dental health.	Investigate and discuss the following miscellaneous: <ol style="list-style-type: none"> Pregnancy causes tooth decay in the mother. The embryo is affected by dental caries in mother.
	Discuss: An adequate diet for good health is not a diet for good teeth but other factors than diet may need to be considered.
Professional dental supervision is an important deterrent to periodontal disease.	Review incidence and types of periodontal disease and necessary treatment. Invite dental hygienist to talk on this condition.

use information concerning causes, prevention and correction of dental
s.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Analyze students' own dental health habits in relationship to the dental health habits of his family. (Include example setting, teaching and supervising daily dental care, and initiating professional dental supervision.) An evaluation form can be devised and used anonymously.</p> <p>Discuss following example of a problem: the only child of John and Mary is three year old Susie. Her deciduous teeth are in need of dental care. John feels the primary teeth do not need attention because Susie will have permanent teeth. Should Mary convince John of the need for care of primary teeth?</p> <p>Investigate and discuss the following misconceptions:</p> <ul style="list-style-type: none"> a. Pregnancy causes tooth decay in the mother. b. The embryo is affected by dental caries in the mother. <p>Discuss: An adequate diet for good health is an adequate diet for good teeth but other factors than adequate diet may need to be considered.</p> <p>Review incidence and types of periodontal diseases if necessary.</p> <p>Invite dental hygienist to talk on this concept.</p>	<p>4.16 6.22</p> <p>6.26 8.5 8.12</p> <p>1.1 8.5 8.16 8.17</p>

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CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Discuss: 1. Does a person who has never had caries need to go to the dentist? 2. Why does a dentist clean your teeth? 3. Where did the "tooth" come from? Was the cause accurate?</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Discuss: 1. Does a person who has never had a dental caries need to go to the dentist? 2. Why does the dentist clean your teeth? 3. Where did the term "trench mouth" come from? Was the cause accurately determined?</p>	

COMPETENCY III: Accept increasing responsibility for meeting community

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Some local, national and international dental needs require community action.</p>	<p>As a citizen you are being called upon to "no" on fluoridation. Prepare yourself to argue your case gently. (Apply scientific method in analyzing Newburgh-Kingston Fluoridation Study and dental fluoridation literature; graph incidence of dental caries in areas with and without fluoridation.)</p> <p>Make a survey of your community listing all dental facilities it has for providing dental care.</p> <ol style="list-style-type: none"> 1. What is the proportion of dentists in your community population? What is the proportion of dentists in the age group 2-17 years? 2. How does your community or county provide dental care for people who cannot afford dental care? 3. Use the facts found in your survey to prepare a report for publication in your school newspaper or in your hometown newspaper. <p>(See Health Careers)</p>

pt increasing responsibility for meeting community dental needs.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
nd eeds on.	<p>As a citizen you are being called upon to vote "yes" or "no" on fluoridation. Prepare yourself to vote intelligently. (Apply scientific method in analyzing the Newburgh-Kingston Fluoridation Study and anti-fluoridation literature; graph incidence of dental decay in areas with and without fluoridation.)</p> <p>Make a survey of your community listing all the facilities it has for providing dental care.</p> <ol style="list-style-type: none"> 1. What is the proportion of dentists to the general population? What is the proportion of dentists to population in the age group 2-17 years, inclusive? 2. How does your community or county provide for people who cannot afford dental care? 3. Use the facts found in your survey to compile a report for publication in your school newspaper or in your hometown newspaper. <p>(See Health Careers)</p>	<p>1.1 4.2 4.3 4.4 4.13 4.14 4.15 6.7 6.8 6.9 6.10 6.15 6.16 6.18 6.35 8.1 8.7 8.8 8.9 8.10 8.11 8.14 8.15</p>

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COMPETENCY IV: Discriminate as a consumer of dental information, products, and services.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Dental neglect is expensive for the individual, family and community.	<p>Invite dentist to talk to class on mechanical partials and dentures.</p> <p>Graph cost of maintenance of dentures vs. own teeth. (Include cost of linings, crowns, etc.)</p> <p>Make charts on comparative costs of long-term dental supervision and long-term neglect.</p> <p>(See Dental Laboratories or Dentists for information.)</p>
There are various methods of financing dental care.	<p>Discuss relationships of your own total dental needs and budget. (i.e. color teeth, orthodontia; orthodontia vs college education)</p> <p>Interview dentists about various methods of financing dental care.</p> <p>Investigate insurance plans for dental care.</p>

nate as a consumer of dental information, products and services.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e	<p>Invite dentist to talk to class on mechanics and cost of partials and dentures.</p> <p>Graph cost of maintenance of dentures vs maintenance of own teeth. (Include cost of linings, cleaning, fillings, etc.)</p> <p>Make charts on comparative costs of long-term care with dental supervision and long-term neglect.</p> <p>(See Dental Laboratories or Dentists for Information)</p> <p>Discuss relationships of your own total value system to dental needs and budget. (i.e. color television vs orthodontia; orthodontia vs college education)</p> <p>Interview dentists about various methods of financing.</p> <p>Investigate insurance plans for dental care.</p>	<p>6.6 6.8 6.9 6.19 6.32</p> <p>8.6</p> <p>6.27 6.30</p>

DENTAL HEALTH RESOURCES

(Preview all films; Review all materials)

1.0 BOOKS

- 1.1 TEETH, HEALTH AND APPEARANCE. American Dental Association. Latest ed
- 1.2 National Science Teacher Association. FRONTIERS OF DENTAL SCIENCE. (A
State Health Department)
- 1.3 BE TRUE TO YOUR TEETH OR THEY WILL BE FALSE TO YOU. Devonshire Publish
Detroit, Michigan

4.0 FILMS

- 4.2 *Why Fluoridation? WSH
- 4.3 *Science Fights Tooth Decay, WSH
- 4.4 *Doctor Carter Takes A Ride, WSH
- 4.5 *Today Alice Is Three, WSH
- 4.6 *Dental Assistant: A Career of Service, WSH
- 4.7 *A Career in Professional Dentistry, WSH
- 4.8 *Pattern of a Profession, WSH
- 4.9 *Teeth, Their Structure and Care, WSH
- 4.10 *Why Clean Your Teeth, WSH
- 4.11 A Bright Future (Dental Hygiene), WSH
- 4.12 A Matter of Choice, WSH
- 4.13 Challenge of Dentistry, ADA
- 4.14 *A Drop in the Bucket, WSH
- 4.15 *Truth About Fluoridation, WSH
- 4.16 No Place Like Home, WSH

*(Produced by American Dental Association)

5.0 AMERICAN DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS

- 5.1 Chairside Instructor

DENTAL HEALTH RESOURCES

(Preview all films; Review all materials)

AND APPEARANCE. American Dental Association. Latest edition
nce Teacher Association. FRONTIERS OF DENTAL SCIENCE. (Available from Washington
Department)
UR TEETH OR THEY WILL BE FALSE TO YOU. Devonshire Publishing Company, P. O. Box 4735,
igan

tion? WSH
s Tooth Decay, WSH
s Takes A Ride, WSH
s Three, WSH
tant: A Career of Service, WSH
Professional Dentistry, WSH
Profession, WSH
Structure and Care, WSH
r Teeth, WSH
re (Dental Hygiene), WSH
Choice, WSH
Dentistry, ADA
e Bucket, WSH
Fluoridation, WSH
e Home, WSH

American Dental Association)

AL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS 60611

structor

6.0 TODAY'S HEALTH

- 6.1 "A Matter of Taste." October, 1965
- 6.2 "14 Dental Questions." April, 1963
- 6.3 Berland, Theodore. "What's the Truth About Mouthwash Mag
- 6.4 "Do Mouthwashes Have Merit?" August, 1962
- 6.5 Doty, J. Roy. "Mouthwashes: The Dental Viewpoint." Dec
- 6.6 Earle, Howard. "Anatomy of a Toothache." October, 1961
- 6.7 Patton, Charles, D.D.S. "Ask the Person Who Knows About F
- 6.20 American Dental Association Staff. "Your Teeth and How To
- 6.21 "Probe Sends TV Pictures From Inside Mouth." May, 1962
- 6.22 Reed, Dorothy. "A Child's First Trip to the Dentist." Ja
- 6.23 Jackson, J. and Jackson, E. "Dentistry 100 Years Ago: Cr
- 6.24 "Study Tooth Enamel Crystals for Decay Causes." December,
- 6.25 Earle, Howard. "The Remarkable World of Dentistry." Apri
- 6.26 "Dental Care Before the Baby Is Born." March, 1964
- 6.27 Higdon, W. "About Insurance For Dental Care." September,
- 6.28 Wirth, F. H. "Occlusal Rehabilitation Correlates Dental T
- 6.29 "Decay-Producing Germs Isolated From Hamster's Teeth." Ma
- 6.36 "Your Teeth: Folklore and Fallacies." April, 1964

GOOD HOUSEKEEPING

- 6.8 New Ideas About Prevention. March, 1963
- 6.9 New Ways To Guard Against Tooth Decay. January, 1964
- 6.10 New Miracles To Fight Tooth Decay. February, 1966
- 6.11 Inside The World of Dental Specialties. September, 1963

BETTER HOMES AND GARDENS

- 6.12 Just What Are Most Common Dental Problems. April, 1963

NEW YORK TIMES MAGAZINE

- 6.13 My Friend the Periodontist. February, 1964

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"Taste." October, 1965
"Questions." April, 1963
"Odore. "What's the Truth About Mouthwash Magic?" June, 1962
"Whes Have Merit?" August, 1962
". "Mouthwashes: The Dental Viewpoint." December, 1962
"d. "Anatomy of a Toothache." October, 1961
"les, D.D.S. "Ask the Person Who Knows About Fluoridation." October, 1961
"tal Association Staff. "Your Teeth and How To Keep Them." January, 1961
"TV Pictures From Inside Mouth." May, 1962
"y. "A Child's First Trip to the Dentist." January, 1960
"and Jackson, E. "Dentistry 100 Years Ago: Crude, Quaint and Painful." March, 1965
"Enamel Crystals for Decay Causes." December, 1963
"d. "The Remarkable World of Dentistry." April, 1963
"Before the Baby Is Born." March, 1964
"About Insurance For Dental Care." September, 1964
"Occlusal Rehabilitation Correlates Dental Treatment." March, 1966
"cing Germs Isolated From Hamster's Teeth." May, 1963
"Folklore and Fallacies." April, 1964

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"out Prevention. March, 1963
"Guard Against Tooth Decay. January, 1964
"To Fight Tooth Decay. February, 1966
"World of Dental Specialties. September, 1963

S AND GARDENS

"ce Most Common Dental Problems. April, 1963

ES MAGAZINE

"he Periodontist. February, 1964

NEWSWEEK

- 6.14 Brace Yourself, Orthodontic Treatment. May 18, 1964

TIME

- 6.15 Fluorides for Better Bites. November 12, 1964
6.16 Fluorides for Adults. April 8, 1966

PARENT'S MAGAZINE

- 6.17 If Your Child Knocks Out a Tooth. February, 1966

READER'S DIGEST

- 6.18 Facts About Fluoridation. November, 1965
6.19 Secret of Keeping Your Teeth. March, 1966

CHANGING TIMES

- 6.30 Insurance For Doctor Bills. October, 1965
6.31 Power Toothbrush: Worth the Money? November, 1963
6.32 What Doctors and Dentists Charge. September, 1963

CONSUMER BULLETIN

- 6.33 Electric Toothbrushes. March, 1964
6.34 Automatic Toothbrushes, Boom or Bane? January, 1965

AMERICAN JOURNAL OF PUBLIC HEALTH

- 6.35 Fluoridation: Public Health and the Democratic Process. (September, 1963, State Health)

lf, Orthodontic Treatment. May 18, 1964

r Better Bites. November 12, 1964
r Adults. April 8, 1966

MAZINE

d Knocks Out a Tooth. February, 1966

EST

Fluoridation. November, 1965
eeping Your Teeth. March, 1966

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or Doctor Bills. October, 1965
brush: Worth the Money? November, 1963
s and Dentists Charge. September, 1963

ULLETIN

othbrushes. March, 1964
othbrushes, Boom or Bane? January, 1965

JURNAL OF PUBLIC HEALTH

h: Public Health and the Democratic Process. September, 1965 (or from Washington
h)

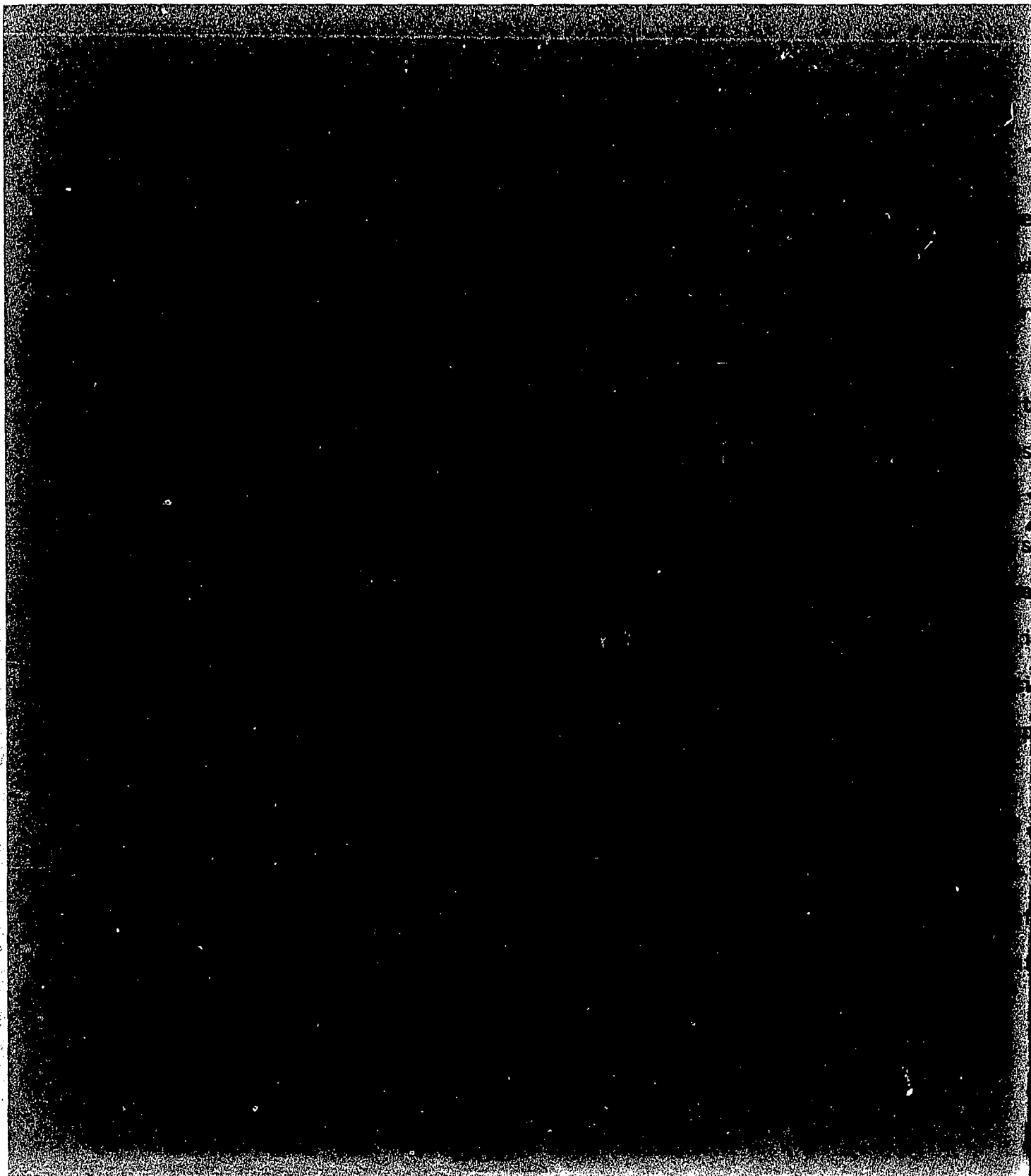
8.0 WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

- 8.1 *Drink Away Tomorrow's Tooth Decay
- 8.2 They're Your Teeth, You Can Keep Them
- 8.3 Your Child's Teeth
- 8.4 Your Teeth, How To Save Them
- 8.5 *Your Guide to Dental Health
- 8.6 *Orthodontics, Questions and Answers
- 8.7 *Fluoridation Facts
- 8.8 *Your Dentist Recommends Fluoridation
- 8.9 *Fluoride Helps Prevent Tooth Decay
- 8.10 *Why Your Dentist Recommends Fluoridation
- 8.11 *Dental Health Teaching Outline
- 8.12 *Diet and Dental Health
- 8.13 Hidden Sugars
- 8.14 *Scientific Reasoning and the Fluoridation Controversy
- 8.15 *Answers to Criticisms of Fluoridation
- 8.16 *They're Your Teeth
- 8.17 *Dental Health Facts for Teachers

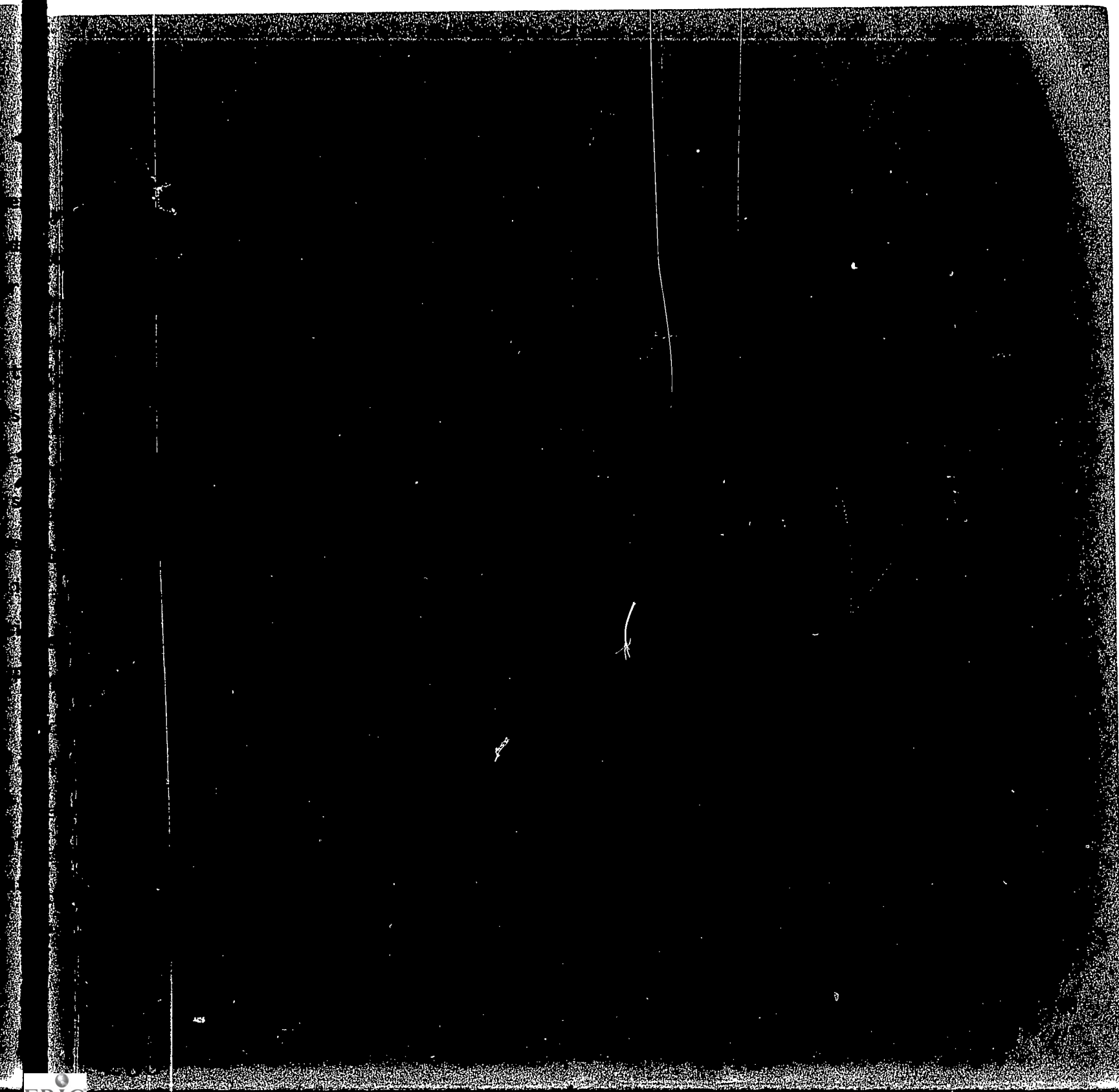
*Published by A.D.A.

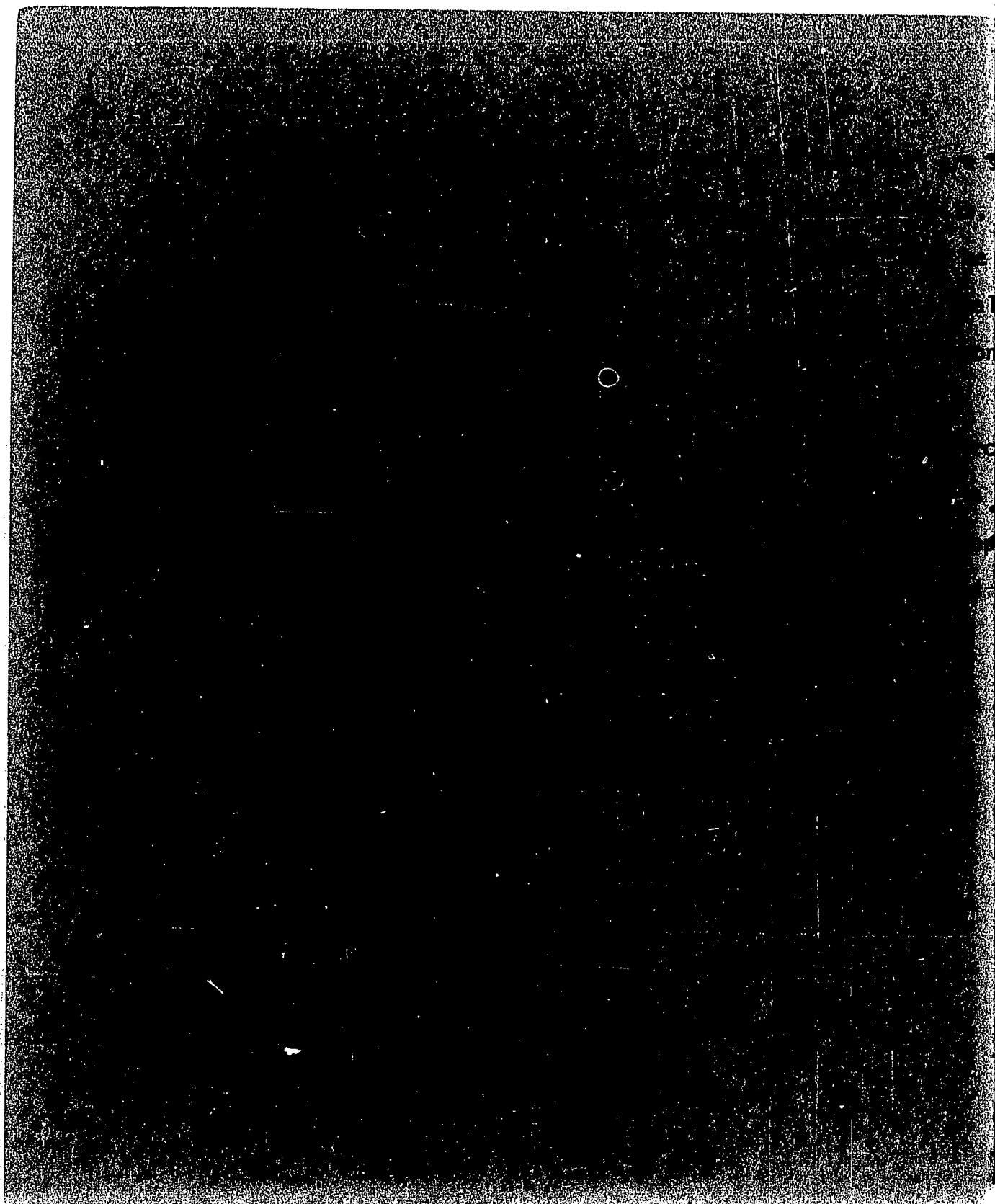
12.0 PROCTOR AND GAMBLE PROFESSIONAL SERVICES, P. O. BOX 171, CINCINNATI, OHIO 45201

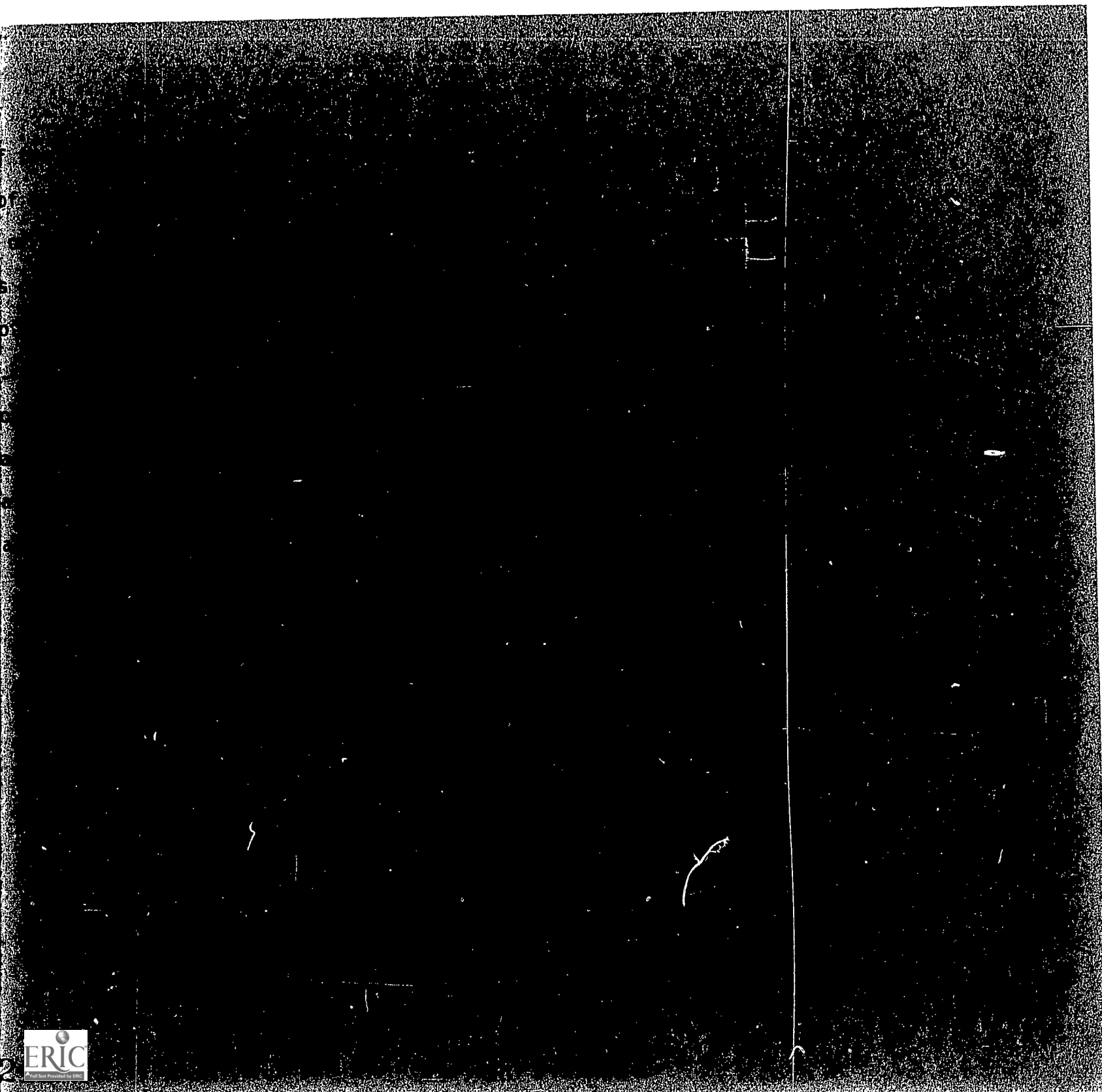
- 12.1 Dental Health Outline--Advanced Grades
- 12.3 Tablet Test



Q1







COMPETENCIES

- Competency I: Students appreciate the historical aspects of prevention and
- Competency II: Students understand the possible causes and effects of disease
- Competency III: Students assume responsibility for prevention and control of themselves and others.
- Competency IV: Students support programs organized to control disease local internationally.

COMPETENCIES

Students appreciate the historical aspects of prevention and control of disease.

Students understand the possible causes and effects of disease.

Students assume responsibility for prevention and control of disease within themselves and others.

Students support programs organized to control disease locally, nationally, and internationally.

COMPETENCY 1: Appreciate the historical aspect of disease prevention and

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Individuals have played important roles in discoveries relating to disease control.</p> <p>The study of past efforts in controlling disease helps give insight into future health practices.</p>	<p>Develop written reports on scientists who pioneered the discovery of disease.</p> <p>Make a scrap book showing current scientific developments against disease. Contrast to past efforts.</p> <p>(See Heart Disease, Cancer and Respiratory Units)</p>

e the historical aspect of disease prevention and control.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Develop written reports on scientists who pioneered in the discovery of disease.</p> <p>Make a scrap book showing current scientific developments against disease. Contrast to past efforts.</p> <p>(See Heart Disease, Cancer and Respiratory Disease Units)</p>	<p>1.2 4.1</p> <p>1.4 4.10</p> <p>1.6 4.25</p> <p>1.7 4.69</p> <p>1.9 6.1</p> <p>1.10 6.5</p> <p>1.13 6.7</p> <p>1.38 6.8</p> <p>1.40 6.14</p> <p>1.41 6.19</p> <p>1.42 6.21</p> <p>1.47 6.34</p> <p>1.49 6.37</p> <p>1.50 6.38</p> <p>2.24 13.3</p> <p>3.1</p>

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
The cause-effect of diseases develops into a mosaic pattern.	<p>Define the following in relationship to diseases: communicable, infectious, contagious, non-communicable, functional, emotional, mental, hereditary, social, chronic, degenerative, neoplastic, metabolic, and unknown.</p> <p>Attempt to classify diseases and discuss difficulties in classifying. (i.e. should muscular dystrophy be classified as a disorder of the muscular system or a metabolic disturbance?)</p>
The onset and course of disease depends on many factors.	<p>Review factors which might develop diseases in man.</p> <p>Make slides of nonpathogenic bacteria. Draw and label the differences in the shape of the bacteria. Compare slides of the pathogenic bacteria to observe their shape.</p> <p>Select one disease; report on possible cause of disease (if communicable, how it was transmitted); how it affects man, include history of disease if possible. (Venereal disease and other diseases prevalent in your age group should be thoroughly explored.)</p> <p>(See Cancer, Heart, and Respiratory Units)</p>

Understand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
to	Define the following in relationship to disease: communicable, infectious, contagious, non-communicable, functional, emotional, mental, hereditary, social, chronic, degenerative, neoplastic, metabolic, traumatic, and unknown.	1.1 4.14 6.43 1.3 4.15 11.49 1.12 4.16 11.66 1.37 4.23 11.67 1.48 4.27 11.68 2.2 4.29 11.69
	Attempt to classify diseases and discuss difficulty in classifying. (i.e. should muscular dystrophy be classified as a disorder of the muscular system or a metabolic disturbance?)	2.3 4.30 11.70 2.4 4.33 2.5 4.34 2.6 5.3 2.7 5.6 2.8 5.7
of any	Review factors which might develop diseases in man.	2.10 5.8 2.11 5.9
	Make slides of nonpathogenic bacteria. Draw and describe the differences in the shape of the bacteria. Use prepared slides of the pathogenic bacteria to observe their shape.	2.12 5.10 2.13 6.2 2.14 6.6 2.15 6.11 2.16 6.13
	Select one disease; report on possible cause or causes, (if communicable, how it was transmitted); how it affects man, include history of disease if possible.	2.17 6.26 2.18 6.28 2.19 6.29 2.20 6.30
	(Venereal disease and other diseases prevalent in this age group should be thoroughly explored.)	3.1 6.32 3.2 6.35 4.3 6.36 4.4 6.39 4.7 6.40 4.11 6.41 4.13 6.42
	(See Cancer, Heart, and Respiratory Units)	

COMPETENCY III: Assume responsibility for prevention and control of disease and others.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Disease prevention and control is an individual responsibility.</p>	<p>(In the reports on disease under Competency I, list possible preventions and controls such as immunity, body defenses, etc.)</p> <p>Illustrate on felt board how natural body defenses (i.e. lock anti-body to antigen like key in lock)</p> <p>Develop a bulletin board. On one side place known preventive measures. On the other side, place some of the diseases that still exist and unsolved.</p> <p>Obtain monthly and yearly reports on diseases from the public health department. Discuss how diseases might be lessened.</p> <p>Discuss why individuals do not always avail themselves of known preventive measures. (polio shots, etc.)</p> <p>(See Anatomy and Physiology, Smoking and Cancer, Heart and Respiratory Disease Unit)</p>

responsibility for prevention and control of disease within themselves
rs.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>(In the reports on disease under Competency II include possible preventions and controls such as health habits, immunity, body defenses, etc.)</p> <p>Illustrate on felt board how natural body defenses work. (i.e. lock anti-body to antigen like key in a lock)</p> <p>Develop a bulletin board. On one side place diseases for which we have known preventive measures. On the other side, place some of the diseases that still are prevalent and unsolved.</p> <p>Obtain monthly and yearly reports on diseases reported to the public health department. Discuss how the incidence might be lessened.</p> <p>Discuss why individuals do not always avail themselves of known preventive measures. (polio shots, not smoking, etc.)</p> <p>(See Anatomy and Physiology, Smoking and Health, and Cancer, Heart and Respiratory Disease Units)</p>	<p>1.15 1.36 1.43 1.61 4.5 4.6 4.8 4.12 4.24 4.28 5.1 5.4 5.5 5.10 6.31 13.1</p>

Support programs organized to alleviate disease local
nationally.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Some national and international health problems need group action to solve them.</p>	<p>Form committees to research and report on efforts to control disease (including during interstate and national efforts to control local efforts to control disease.</p> <p>Give after-school help to voluntary agencies etc.</p> <p>(See Community Health and Consumer Health)</p>

port programs organized to alleviate disease locally, nationally, and inter-
nationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Programs involve	<p>Form committees to research and report on: international efforts to control disease (including during space travel), interstate and national efforts to control disease, local efforts to control disease.</p> <p>Give after-school help to voluntary agencies, hospitals, etc.</p> <p>(See Community Health and Consumer Health Units)</p>	<p>1.32</p> <p>1.38</p> <p>1.44</p> <p>4.2</p> <p>5.11</p>

COMPETENCY 1: Appreciate the historical aspect of disease prevention and

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Historical study of diseases helps understanding of current medical practices.</p>	<p>Report from books on medical history and discuss influence on today's medical practice.</p> <p>Develop mural of historical events which increase our longevity.</p>

the historical aspect of disease prevention and control.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Report from books on medical history and research. Discuss influence on today's medical practice.	1.8 1.30 1.14 1.33 1.16 1.35
Develop mural of historical events which have helped increase our longevity.	1.18 1.36 1.19 4.32 1.20 4.68 1.23 6.4 1.24 6.20 1.25 1.28 1.29

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Forces that develop disease within man are varied, complex, and interrelated.</p>	<p>Form committees, select one disease or a group and report on the information below. Examples of individual diseases or group diseases might be: arthritis, venereal diseases, heart, diabetes, muscular, communicable, cancer, respiratory, and insect diseases.</p> <ol style="list-style-type: none"> history (from primitive to now) cause (agents' theories, hereditary relationships) source and/or mode of transmission if any incubation period; period of communicability; period of involvement; remissions; (discuss the physiological phenomenon of these if possible) care (possible reaction to drugs) control (preventions, if possible) future research (discuss relationship of defenses, transplantation, susceptibility) seasonal or cyclic possibilities <p>Develop a bulletin board to show all influences that affect whether "a disease" develops. (age, sex, status of an individual, nutrition, number of children, etc.)</p> <p>(See Heart, Cancer, and Respiratory Disease list)</p> <p>(See junior high list)</p>

possible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Form committees, select one disease or a group of diseases and report on the information below. Examples of individual diseases or group diseases might be: allergies, arthritis, venereal diseases, heart, diabetes, neuromuscular, communicable, cancer, respiratory, animal and insect diseases.</p> <ul style="list-style-type: none"> a. history (from primitive to now) b. cause (agents' theories, hereditary relationships) c. source and/or mode of transmission if any d. incubation period; period of communicability; period of involvement; remissions; (discuss from the physiological phenomenon of these if possible) e. care (possible reaction to drugs) f. control (preventions, if possible) g. future research (discuss relationship of body defenses, transplantation, susceptibility, etc.) h. seasonal or cyclic possibilities <p>Develop a bulletin board to show all influences which may affect whether "a disease" develops. (age, sex, health status of an individual, nutrition, number of organisms, etc.)</p> <p>(See Heart, Cancer, and Respiratory Disease Units)</p> <p>(See junior high list)</p>	<ul style="list-style-type: none"> 1.14 1.16 1.17 1.22 1.26 1.27 1.31 1.51 2.1 4.16 4.17 4.19 4.20 4.21 4.22 4.23 6.9 6.12 6.17 6.33 11.66 13.4

COMPETENCY I/II: Assume responsibility for prevention and control of disease with others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>It may be possible to control disease or its effects by identification and acceptance of known preventive and remedial measures.</p> <p>Parental responsibility involves protection and/or disease education of children.</p>	<p>Form groups to investigate and report on the following principal ways to prevent and control disease. In group reports, attempt to give specific ideas which individuals might use.</p> <p>Principal ways to prevent or control communicable diseases:</p> <ol style="list-style-type: none"> 1. prevent spread of disease agents (i.e., cleanliness) 2. increase resistance of new host (i.e., immunization) 3. minimize ill effects of cases not prevented (treatment) <p>Principal ways to control chronic diseases:</p> <ol style="list-style-type: none"> 1. primary prevention or prevent disease from occurring (i.e., eliminate air pollution, smoking) 2. secondary prevention or preventing disability (e.g., death (insulin injections)) <p>Plan field trip by representatives from class to well-baby clinic (public health department). Report why it is called a well-baby clinic; relate this to competency III.</p> <p>Get buzz group reactions to a teacher-prepared "guide" for parental responsibility."</p> <p>Investigate by reading or interviewing pediatricians why immunizations are not given to children much before to three months of age (thymus gland and body defective maternal antibodies).</p>

responsibility for prevention and control of disease within themselves and

	SAMPLE LEARNING EXPERIENCES	RESOURCES
rol nce	<p>Form groups to investigate and report on the following principal ways to prevent and control disease. In the group reports, attempt to give specific ideas which individuals might use.</p> <p>Principal ways to prevent or control communicable diseases:</p> <ol style="list-style-type: none"> 1. prevent spread of disease agents (i.e., cleanliness) 2. increase resistance of new host (i.e., immunizations) 3. minimize ill effects of cases not prevented (i.e., treatment) <p>Principal ways to control chronic diseases:</p> <ol style="list-style-type: none"> 1. primary prevention or prevent disease from occurring (i.e., eliminate air pollution, smoking) 2. secondary prevention or preventing disability or death (insulin injections) <p>Plan field trip by representatives from class to the well-baby clinic (public health department). Report on why it is called a well-baby clinic; relate this to Competency III.</p> <p>Get buzz group reactions to a teacher-prepared "guidelines for parental responsibility."</p> <p>Investigate by reading or interviewing pediatricians why immunizations are not given to children much before two to three months of age (thymus gland and body defenses, maternal antibodies).</p>	<p>1.5 6.23 1.11 6.24 1.17 13.5 1.21 1.22 1.31 1.45 1.52 2.9 4.9 4.26 5.12 6.4 6.10 6.17 6.18</p>
ren.		

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Prepare reports on the following:</p> <ol style="list-style-type: none"> purpose of fever use of electroencephalograph and cardi effects of antibiotics on body and mid effects of rest, liquids and other med the body when ill activities involved in a physical exam how they relate to early diagnosis of booster shots <p>Demonstrate the techniques used by a diabet analyze his own body chemistry. (drugstore and tapes or pills for this purpose)</p> <p>(See Anatomy and Physiology, Consumer Hea Units)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Prepare reports on the following:</p> <ul style="list-style-type: none"> a. purpose of fever b. use of electroencephalograph and cardiograph c. effects of antibiotics on body and microorganisms d. effects of rest, liquids and other medication on the body when ill e. activities involved in a physical examination and how they relate to early diagnosis of disease f. booster shots <p>Demonstrate the techniques used by a diabetic to daily analyze his own body chemistry. (drugstore has test tubes and tapes or pills for this purpose)</p> <p>(See Anatomy and Physiology, Consumer Health, and Drug Units)</p>	

COMPETENCY IV: Support programs organized to alleviate disease locally, nationally.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Universal efforts to conquer disease have sociological, economic, and psychological significance.</p> <p>Community health is everyone's responsibility.</p>	<p>Prepare oral reports on the relationship of disease, and medicine.</p> <p>Investigate incidence of diseases in other countries and availability of preventive and remedial methods.</p> <p>Have committees develop 15 minute television programs to explain health problems and community resources to aid people of the community. (It may be possible to use these on an education channel in the community.)</p> <p>Interview volunteers and paid professional staff of voluntary agencies on how their agency began and how to have a good program.</p> <p>Interview city council members, mayor, etc. on how a community health problem was or could be solved, such as air or water pollution, need for a health center, for mental health centers, fluoridation, etc.</p> <p>(See Community Health, Heart, Cancer, and Disease Units)</p>

rams organized to alleviate disease locally, nationally, and inter-

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Prepare oral reports on the relationship of space, life, disease, and medicine.</p> <p>Investigate incidence of diseases in other countries and availability of preventive and remedial methods to those countries.</p> <p>Have committees develop 15 minute television programs to explain health problems and community resources available to aid people of the community. (It may be possible to use these on an education channel in the community.)</p> <p>Interview volunteers and paid professional staff of voluntary agencies on how their agency began and what it takes to have a good program.</p> <p>Interview city council members, mayor, etc. on how a community health problem was or could be solved. (Problems such as air or water pollution, need for a hospital, need for mental health centers, fluoridation, etc.)</p> <p>(See Community Health, Heart, Cancer, and Respiratory Disease Units)</p>	<p>1.25 1.32 1.34 1.46 6.3 6.22 6.25 6.27 4.18</p>

SUPPLEMENTARY UNIT
CANCER

COMPETENCY 1: Appreciate the historical aspect of disease, prevention, and treatment.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Cancer was described in early recordings of man's problems.	<p>Prepare reports on earliest evidence</p> <ol style="list-style-type: none">1. time of Pharoahs (Egyptian tombs)2. time of Greeks (Hippocrates' writings)3. time of the Romans4. ancient Hindus5. 1714-1788--Dr. Percival Pott6. first society for cancer prevention7. Rudolf Virchow8. Wilhelm Roentgen9. Marie Curie <p>Make a sample time graph to portray from earliest times.</p>

appreciate the historical aspect of disease, prevention and control.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Prepare reports on earliest evidences of cancer:</p> <ol style="list-style-type: none"> 1. time of Pharoahs (Egyptian tombs) 2. time of Greeks (Hippocrates' writings) 3. time of the Romans 4. ancient Hindus 5. 1714-1788--Dr. Percival Pott 6. first society for cancer prevention 7. Rudolf Virchow 8. Wilhelm Roentgen 9. Marie Curie <p>Make a sample time graph to portray evidence of cancer from earliest times.</p>	<p>2.30</p> <p>11.2</p> <p>11.12</p> <p>13.2</p>

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Cell division is a planned biological process, but cancer is a disorderly growth of cells which invade healthy tissue.</p> <p>Cancer is a major health problem.</p>	<p>Make diagrams of cells showing both normal cell division and tissue formation; discuss of multiplication.</p> <p>Discuss benign tumor vs malignant abnormal (tumors).</p> <p>(See Anatomy and Physiology Unit)</p> <p>Chart increase and decrease in types of cancer; reasons for increases (longer life span, etc.) and decrease (improved diagnosis and treatment).</p> <p>Develop posters showing incidence of cancer by sex, and age.</p> <p>Construct a silhouette of large body figure showing sites of cancer.</p> <p>Graph the prevalence of cancer in relation to disease.</p>

ossible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Make diagrams of cells showing both normal and abnormal cell division and tissue formation; discuss changed rate of multiplication.	1.36 1.47 2.27 4.35
Discuss benign tumor vs malignant abnormal growths (tumors).	11.1 11.74
(See Anatomy and Physiology Unit)	
Chart increase and decrease in types of cancer. Discuss reasons for increases (longer life span, etc.) and decrease (improved diagnosis and treatment).	2.27 11.2 11.4 11.76
Develop posters showing incidence of cancer by site, sex, and age.	
Construct a silhouette of large body figure showing sites of cancer.	
Graph the prevalence of cancer in relation to other disease.	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Existing fallacies about cancer inhibit early detection and treatment.</p>	<p>List common statements "heard" about cancer.</p> <p>Investigate the accuracy of such statements.</p> <p>(See Consumer Health Unit)</p> <p>Discuss attitudes displayed toward cancer patients in past years. (interview parents, grandparents, find out)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>List common statements "heard" about cancer.</p> <p>Investigate the accuracy of such statements.</p> <p>(See Consumer Health Unit)</p> <p>Discuss attitudes displayed toward cancer patients in past years. (interview parents, grandparents, etc. to find out)</p>	<p>1.39</p> <p>11.3</p>

COMPETENCY III: Assume responsibility for prevention and control of disease and protect others.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Precancerous changes in cells occur if certain continued conditions are not corrected.</p> <p>Cancer's seven warning signals mean "see a physician immediately".</p> <p>Many cancer patients die needlessly.</p>	<p>Investigate predisposing causes of cancer (age, sex, diet, heredity); using this knowledge, discuss and formulate types of behavior which might relate to prevention.</p> <p>Report on types of irritations which seem to produce cellular changes. (mechanical, chemical, thermal, radioactive)</p> <p>Develop posters on each of the seven warning signals.</p> <p>Make flip cards with warning signals on each. Discuss by having students tell what types of cancer might be indicated by signal.</p> <p>Develop posters, charts, or graphs on the additional number of lives that can be saved through early diagnosis and treatment.</p> <p>Students poll parents to find out how many have had annual checkups.</p> <p>Report on major sites of cancer which may have a higher curability rate than now being realized (cancer of the uterus, lung, colon).</p>

Assume responsibility for prevention and control of disease within themselves and others.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>ges in ertain ons are</p> <p>arning a physi-</p> <p>nts die</p>	<p>Investigate predisposing causes of cancer (age, irritation, heredity); using this knowledge, discuss and formulate types of behavior which might relate to prevention.</p> <p>Report on types of irritations which seem to produce cellular changes. (mechanical, chemical, thermal, radioactive)</p> <p>Develop posters on each of the seven warning signals.</p> <p>Make flip cards with warning signals on each. Play game by having students tell what types of cancer might be indicated by signal.</p> <p>Develop posters, charts, or graphs on the additional number of lives that can be saved through early detection, diagnosis and treatment.</p> <p>Students poll parents to find out how many have regular, annual checkups.</p> <p>Report on major sites of cancer which may have a higher curability rate than now being realized (cancer of breast, uterus, lung, colon).</p>	<p>2.30 3.7 4.36 9.1</p> <p>4.37 4.45 11.4</p>

COMPETENCY IV: Support programs organized to alleviate disease locally, nationally.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Private and government groups work toward reduction of cancer.</p>	<p>Develop TV programs to inform a community of the following work toward reduction of</p> <ul style="list-style-type: none"> a. communication media (TV, radio, news) b. professional groups (clinics, research) c. organizations (cancer society, public departments) d. other (schools) <p>(See Community Health Unit)</p>

programs organized to alleviate disease locally, nationally, and inter-ly.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Develop TV programs to inform a community about how each of the following work toward reduction of cancer:</p> <ul style="list-style-type: none">a. communication media (TV, radio, newspaper)b. professional groups (clinics, research)c. organizations (cancer society, public health departments)d. other (schools) <p>(See Community Health Unit)</p>	11.73

COMPETENCY 1: Appreciate the historical aspects of prevention and control

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Systematic search for the cause of cancer started about two hundred years ago and still continues.</p>	<p>Prepare reports on:</p> <ol style="list-style-type: none">1. Story of Dr. Pott and the chimney sweep2. Dr. John Hunter (1728-1793) who proposed a society for cancer.3. Rudolf Virchow (1821-1902)4. Anthony Van Leewenhoek and the microscope5. Wilhelm Roentgen6. Marie Curie (1867-1934)7. Dr. George Nicholas Papanicolaou

appreciate the historical aspects of prevention and control of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
the ed rs es.	<p>Prepare reports on:</p> <ol style="list-style-type: none"> 1. Story of Dr. Pott and the chimney sweeps. 2. Dr. John Hunter (1728-1793) who proposed the first society for cancer. 3. Rudolf Virchow (1821-1902) 4. Anthony Van Leewenhoek and the microscope vs cancer. 5. Wilhelm Roentgen 6. Marie Curie (1867-1934) 7. Dr. George Nicholas Papanicolaou 	<p>1.1 1.18 1.19 1.23 1.39 6.52 11.2 11.12</p>

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COMPETENCY 11: Understand possible causes and effects of disease

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>There are different types of disorderly cell growths.</p> <p>The many possible causes of cancer pose a challenging puzzle.</p> <p>The entire body is vulnerable to cancer.</p>	<p>Invite resource persons to explain sarcomas and show diseased tissue. lung section; radiologist--x-rays technologist--slides on blood, leu cells)</p> <p>Discuss how secondary cancer sites sites.</p> <p>Develop reports by committees on t causes of cancer: viruses, hormon unknown, chronic irritations, occu customs, habits, chemicals, and sm results of interviews, illustrativ rent readings and historical backg</p> <p>(See Smoking and Health, Environ and Anatomy and Physiology Units</p> <p>Have a male panel report on possib males. (Include possible symptoms of girls reporting on cancer sites</p> <p>Discuss the methods by which canc the body. (Relate to need for ear</p> <p>Develop a display showing how mal (local extension and metastasis)</p>

understand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
types growths.	<p>Invite resource persons to explain carcinomas and sarcomas and show diseased tissue. (Pathologist--frozen lung section; radiologist--x-rays of growth; medical technologist--slides on blood, leukemic cells, skin cancer cells)</p> <p>Discuss how secondary cancer sites help identify primary sites.</p>	<p>1.36 1.47 4.35</p>
causes of enging	<p>Develop reports by committees on the following possible causes of cancer: viruses, hormones, heredity, age, unknown, chronic irritations, occupational exposure, customs, habits, chemicals, and smoking. (Include results of interviews, illustrative demonstrations, current readings and historical background.)</p> <p>(See Smoking and Health, Environment and Heredity, and Anatomy and Physiology Units)</p>	<p>1.6 1.47 2.27 2.30 11.2</p>
vulnerable	<p>Have a male panel report on possible cancer sites in males. (Include possible symptoms.) Do same with panel of girls reporting on cancer sites in women.</p> <p>Discuss the methods by which cancer spreads throughout the body. (Relate to need for early detection.)</p> <p>Develop a display showing how malignant growths spread. (local extension and metastasis)</p>	<p>1.39 1.47 2.30 4.43 6.44 11.3 11.6 11.7 11.8</p>

COMPETENCY III: Assume responsibility for prevention and control of disease in others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The hopeful side of cancer involves early diagnosis.</p>	<p>Invite a qualified physician to explain how cancer is detected. (medical history, physical examination, laboratory tests, x-rays, etc.) Have him explain detection methods: biopsy, cytological smears, sigmoidoscopic examinations, etc.</p> <p>Invite a cured cancer patient to talk about diagnosis and treatment and cure (i.e., someone who has had a hysterectomy or report on success of learning to live with a larynx. Define what a "cured" cancer patient is.</p> <p>Role play "Good Communication Between Patient and Doctor" to show the need for a two-way understanding.</p> <p>(See Consumer Health Unit)</p> <p>Play "To Tell The Truth" with one actual cancer patient (preferably adults). Give symptoms and types of cancer which patient had.</p> <p>Committees report on:</p> <ol style="list-style-type: none"> deviations from normal body functions which lead us to seek medical attention subtle changes which may not give warning misconceptions which keep us from seeking help breast self-examination pap test

Assume responsibility for prevention and control of disease within themselves and others.

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
of cancer diagnosis.	<p>Invite a qualified physician to explain how cancer can be detected. (medical history, physical examination, laboratory tests, x-rays, etc.) Have him explain current detection methods: biopsy, cytological smears, proctosigmoidoscopic examinations, etc.</p> <p>Invite a cured cancer patient to talk about his diagnosis and treatment and cure (i.e., someone who has had laryngotomy) or report on success of learning to talk without larynx. Define what a "cured" cancer patient means.</p> <p>Role play "Good Communication Between Patient and Doctor" to show the need for a two-way understanding of what is said.</p> <p>(See Consumer Health Unit)</p> <p>Play "To Tell The Truth" with one actually cured cancer patient (preferably adults). Give symptoms for specific types of cancer which patient had.</p> <p>Committees report on:</p> <ol style="list-style-type: none"> deviations from normal body functions which signal us to seek medical attention subtle changes which may not give warning signs misconceptions which keep us from seeking medical help breast self-examination pap test 	<p>1.36</p> <p>1.39</p> <p>2.23</p> <p>2.27</p> <p>2.30</p> <p>3.6</p> <p>4.38</p> <p>4.39</p> <p>4.40</p> <p>4.42</p> <p>6.48</p> <p>6.55</p> <p>11.5</p> <p>11.12</p> <p>11.75</p> <p>11.76</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The hopeful side of cancer involves early treatment by qualified medical personnel.</p>	<p>Visit a clinic and/or hospital laboratory or cancer treatment. After visits discuss appropriate of cancer treatment: surgery, radiation, and chemotherapy.</p> <p>Present a socio-drama depicting unqualified treatment. Discuss news articles concerning drugs or unethical treatments. Discuss why quackery persists.</p> <p>Report research on hopeful new methods of treatment (possible break through on leukemia)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Visit a clinic and/or hospital laboratory engaged in cancer treatment. After visits discuss approved methods of cancer treatment: surgery, radiation, and chemotherapy.</p> <p>Present a socio-drama depicting unqualified methods of treatment. Discuss news articles concerning unapproved drugs or unethical treatments. Discuss why cancer quackery persists.</p> <p>Report research on hopeful new methods of treating cancer. (possible break through on leukemia)</p>	<p>1.39 2.27 2.30 4.41 4.42 11.5 11.9 11.10 11.11 11.12</p>

port programs organized to alleviate disease locally, nationally, and inter-
nationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
is the wledge.	<p>Investigate organizations involved in cancer research and cancer educational programs for both professional and lay persons.</p> <p>Have class groups develop and present cancer educational programs to:</p> <ol style="list-style-type: none"> 1. civic groups 2. PTA 3. girls' and boys' club 4. other classes 5. school assembly <p>Invite an American Cancer Society representative to discuss cancer information available to the public.</p> <p>Investigate services available to cancer patients from public and private health agencies.</p> <p>Conduct interviews of the following to determine cost of treatment and care of cancer patients:</p> <ol style="list-style-type: none"> a. hospital administrator b. doctor c. social worker in a public health department d. public health nurse e. cured patient of cancer f. personnel manager 	<p>1.15 2.27 2.30 2.31 3.3 3.4 4.44 11.13 11.73</p> <p>2.22</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Medical careers are open to those interested in cancer control.</p>	<p>Invite a panel including a medical technologist, radiologist, and health educator to training and work.</p> <p>(See Health Careers Unit)</p>

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
are open sted in	<p>Invite a panel including a medical technologist, pathologist, radiologist, and health educator to describe their training and work.</p> <p>(See Health Careers Unit)</p>	<p>11.45 11.71 11.72</p>

SUPPLEMENTARY DISEASE UNIT
RESPIRATORY DISEASES

COMPETENCY 1: Appreciate the historical aspects of disease prevention

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Research on diseases of the respiratory tract is a part of history.</p>	<p>Interview language arts teachers to find which give accounts of famous persons with tuberculosis.</p>

preciate the historical aspects of disease prevention and control.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
s of t is	Interview language arts teachers to find out about books which give accounts of famous persons who have had tuberculosis.	1.4 1.58 1.7 1.59 1.14 3.5 1.55 6.38

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The way the respiratory system functions contributes to health.</p>	<p>Review if necessary the parts of the body involved in respiration (nose, sinuses, pharynx, windpipe, lungs, diaphragm).</p> <p>Demonstrate work performed by lung by using a lung secured from slaughter house. Inflate lung with hose and watch the air sacs contract and relax. Point out diseased areas and their probable causes.</p> <p>List diseases and disorders of the respiratory system in one column. In next column list possible influences of these. Draw lines of probable relationships.</p> <p>(See Anatomy and Physiology and Community Health)</p>

Understand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ory trib-	<p>Review if necessary the parts of the body that are involved in respiration (nose, sinuses, pharynx, larynx, windpipe, lungs, diaphragm).</p> <p>Demonstrate work performed by lung by using a sheep lung secured from slaughter house. Inflate lungs with air hose and watch the air sacs contract and relax. Point out diseased areas and their probable causes.</p> <p>List diseases and disorders of the respiratory system in one column. In next column list possible causes or influences of these. Draw lines of probable relationships.</p> <p>(See Anatomy and Physiology and Community Health Units)</p>	<p>1.53 1.54 1.62 2.25 5.2 9.1 9.3 11.50 11.51 11.60</p>

COMPETENCY III: Assume responsibility for prevention and control of diseases and others.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Selection of known preventive measures may affect the health level of the respiratory system.</p>	<p>Discuss respiratory diseases most commonly found in the area. Have a panel discuss dangers of ignoring symptoms of illnesses; give possible preventive measures to be applied.</p> <p>Arrange for a doctor or public health nurse to discuss efforts of research to prevent respiratory diseases (i.e. research on colds, flu vaccines, etc.)</p> <p>Divide into groups to research information on various remedies. One group can interview pharmacists, doctors and/or nurse; a third read articles; a fourth interview lay people. Evaluate answers. Develop criteria for accepting or rejecting cold remedies offered by various individuals and groups.</p> <p>Have techniques of x-ray explained by resource person through field trip: how it is used in detecting respiratory diseases. (Resource person: physics teacher, x-ray technician, doctor.) Discuss why tuberculosis testing is used in preference to x-ray for detecting tuberculosis.</p> <p>Investigate smoking and its affects on the body. Collect oral reports on how it affects the human body.</p> <p>Write local organizations for the latest material on smoking hazards (TB, Cancer, Heart, Medical Society). Use material to do written or oral reports on hazards listed by class.</p>

the responsibility for prevention and control of disease within themselves and
 S.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
en- t	<p>Discuss respiratory diseases most commonly found in your area. Have a panel discuss dangers of ignoring signs and symptoms of illnesses; give possible preventive measures to be applied.</p> <p>Arrange for a doctor or public health nurse to discuss efforts of research to prevent respiratory diseases. (i.e. research on colds, flu vaccines, etc.)</p> <p>Divide into groups to research information on cold remedies. One group can interview pharmacists; another, doctors and/or nurse; a third read articles; a fourth interview lay people. Evaluate answers. Develop criteria for accepting or rejecting cold remedies offered by various individuals and groups.</p> <p>Have techniques of x-ray explained by resource person or through field trip: how it is used in detecting respiratory diseases. (Resource person: physics teacher, x-ray technician, doctor.) Discuss why tuberculosis testing is used in preference to x-ray for detection of tuberculosis.</p> <p>Investigate smoking and its affects on the body. Give oral reports on how it affects the human body.</p> <p>Write local organizations for the latest materials on smoking hazards (TB, Cancer, Heart, Medical Society). Use material to do written or oral reports on topics listed by class.</p>	<p>1.55 4.57 4.58 4.59 4.60 4.61 4.62 4.63 4.64 4.65 4.66 6.45 11.57 11.58 11.59 11.62 11.63</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p data-bbox="982 1161 1727 1263">Debate the current arguments for and against Document what is said so that debate is not a of students' own ideas.</p> <p data-bbox="982 1292 1727 1358">Organize a poster contest to show effects of on our respiratory system.</p> <p data-bbox="1017 1387 1494 1423">(See Smoking and Health Unit)</p>

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Debate the current arguments for and against smoking. Document what is said so that debate is not an argument of students' own ideas.</p> <p>Organize a poster contest to show effects of cigarettes on our respiratory system.</p> <p>(See Smoking and Health Unit)</p>	

COMPETENCY IV: Support programs to alleviate disease load

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Community resources help with respiratory problems.	<p>Explore community resources help fight respiratory disease of research, education, treatment pneumonia, hay fever, asthma</p> <p>Find someone who has traveled of other countries' problems</p> <p>Discuss what each individual control of respiratory disease his immediate associates, his</p> <p>Analyze how your voluntary activity spent.</p> <p>Define and discuss pneumoconiosis. You say it (nu - mon - silikp - volkano - ko - nee word in the dictionary and its miners.</p> <p>(See Community Health Unit</p>

Support programs to alleviate disease locally, nationally, and internationally.

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
s help problems.	<p>Explore community resources to find out how organizations help fight respiratory diseases. Include the activities of research, education, treatment, etc. (TB, influenza, pneumonia, hay fever, asthma, air pollution.)</p> <p>Find someone who has traveled abroad and can give details of other countries' problems on respiratory diseases.</p> <p>Discuss what each individual's responsibility is in the control of respiratory disease as related to himself, his immediate associates, his community, etc.</p> <p>Analyze how your voluntary agencies' dollars are being spent.</p> <p>Define and discuss pneumonaultramicroscopicsilicovalcanon-iosis. You say it (nu - mono - ultra - mikro - skopik - silikp - volkano - ko - nee - o - sis). It's the largest word in the dictionary and is a disease found among coal miners.</p> <p>(See Community Health Unit)</p>	<p>1.56 1.59 11.52 11.61 11.65</p>

COMPETENCY II: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Factors in the transmission and development of respiratory diseases are varied, complex and interrelated.</p>	<p>List on the board all of the diseases of the respiratory system which class members have heard of within the year or two. (These could be: colds, tuberculosis, emphysema, asthma, bronchitis, hay fever, lung cancer, cystic fibrosis, influenza, pleurisy, pneumonia.)</p> <p>Discuss briefly those which they would like to know or might need to know more about.</p> <p>Form committees to collect data and report to class these selected respiratory diseases, covering:</p> <ul style="list-style-type: none">a. causes (theories, agents, hereditary relations)b. source and/or mode of transmissionc. incubation period; period of communicability; susceptibility and resistance (relate to body's protective mechanisms)d. preventive measures, control methods, caree. current and needed research <p>(See Smoking and Health and Heredity and Environment Units)</p>

ossible causes and effects of disease.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>List on the board all of the diseases of the respiratory system which class members have heard of within the last year or two. (These could be: colds, tuberculosis, emphysema, asthma, bronchitis, hay fever, lung cancer, cystic fibrosis, influenza, pleurisy, pneumonia.)</p> <p>Discuss briefly those which they would like to know about or might need to know more about.</p> <p>Form committees to collect data and report to class about these selected respiratory diseases, covering:</p> <ul style="list-style-type: none"> a. causes (theories, agents, hereditary relationships) b. source and/or mode of transmission c. incubation period; period of communicability; susceptibility and resistance (relate to body's protective mechanisms) d. preventive measures, control methods, care e. current and needed research <p>(See Smoking and Health and Heredity and Environment Units)</p>	<p>1.57 1.58 1.61 1.62 1.63 1.64 2.25 2.26 4.67 6.39 9.1 9.3 9.4 11.47 11.48 11.49 11.50 11.53 11.55 11.61</p>

COMPETENCY III: Assume responsibility for prevention and control of others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Possible prevention or control of respiratory disease involves individual choices.	<p>(See d. under previous concept)</p> <p>In class discussion explore choices and Base them on reliable scientific evidence. most part could prevent certain of the diseases.</p> <p>For example:</p> <ul style="list-style-type: none"> a. Can "not smoking" cigarettes prevent and other diseases for some individuals? b. Are there immunizations available for tuberculosis or other respiratory diseases? c. Are there some practices in industry "dusty" shops can and should follow to prevent respiratory complications? d. Are there some choices teen-agers can make in certain recreational activities like diving, skin-diving, mountain climbing that can prevent respiratory disturbances? e. Are there some procedures individuals with respiratory diseases should select to avoid some complications or secondary diseases (colds, pneumonia, asthma, emphysema)? <p>(See Community Health, Disease, and Prevention Units)</p>

Assume responsibility for prevention and control of disease within themselves and others.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ion or con- ory disease ual choices.	<p>(See d. under previous concept)</p> <p>In class discussion explore choices each person can make. Base them on reliable scientific evidence which for the most part could prevent certain of the respiratory diseases.</p> <p>For example:</p> <ol style="list-style-type: none"> Can "not smoking" cigarettes prevent lung cancer and other diseases for some individuals? Are there immunizations available to prevent tuberculosis or other respiratory diseases? Are there some practices industrial workers in "dusty" shops can and should follow to prevent respiratory complications? Are there some choices teen-agers can make in certain recreational activities such as swimming, diving, skin-diving, mountain climbing, etc. which can prevent respiratory disturbances? Are there some procedures individuals with respiratory diseases should select to follow to prevent some complications or secondary conditions? (colds, pneumonia, asthma, emphysema) <p>(See Community Health, Disease, and Smoking and Health Units)</p>	<p>1.53 1.54 1.57 1.58 1.61 6.4 9.1 9.2 9.3</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Prevention of respiratory damage in children involves parental responsibility.</p>	<p>Organize a field trip by selected committee pediatrician, visit pediatric clinic, visit clinic and/or visit orthopedic hospital. Re class formulated questions. <u>i.e.</u> What are mothers should follow in caring for their children? Should mothers have their children learn to selves?</p> <p>Investigate possible effect to the respiratory from: blowing the nose, use of talcum powder immunizations, colds, use of aerosol sprays cough, bronchitis, allergies, etc.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
dry plves y.	<p>Organize a field trip by selected committee to interview pediatrician, visit pediatric clinic, visit well-baby clinic and/or visit orthopedic hospital. Report back on class formulated questions. <u>i.e.</u> What are some practices mothers should follow in caring for their children? Why should mothers have their children learn to protect themselves?</p> <p>Investigate possible effect to the respiratory system from: blowing the nose, use of talcum powder around baby, immunizations, colds, use of aerosol sprays, whooping cough, bronchitis, allergies, etc.</p>	<p>1.65 3.1 3.5</p>

COMPETENCY IV: Support programs organized to alleviate disease locally and nationally.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Community action is needed to solve respiratory problems.</p>	<p>Organize the class into a number of groups. Each group (A) are to take the role of city council (or county commissioner), (B) are to play the role of visiting community with a selected community situation respiratory problem, such as a form of air pollution to automobiles, buses, industry; needed care for respiratory problems--emphysema. The B groups need to know the respiratory communities. To find these they may interview parents, health department. They must exchange data and make requests for support from the city council. The A groups need to know community agencies' procedures and facilities which can be utilized to work on possible solutions. A and B groups can be matched to present to front of the class. Follow with class discussion.</p> <p>Explore the statement "Tuberculosis is the leading cause of death in the United States."</p> <p>(See Community Health Unit)</p>

port programs organized to alleviate disease locally, nationally, and inter-
nationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
needed to blems.	<p>Organize the class into a number of groups of 4-5 members each. Half of the group (A) are to take the role of the city council (or county commissioner), the other half (B) are to play the role of visiting citizens concerned with a selected community situation related to some respiratory problem, such as a form of air pollution related to automobiles, buses, industry; needed facilities to care for respiratory problems--emphysema, asthma. The B groups need to know the respiratory problems in their communities. To find these they may interview friends, parents, health department. They must be prepared to exchange data and make requests for specific solutions of the city council. The A groups need to know the existing community agencies' procedures and facilities available which can be utilized to work on possible solutions; A and B groups can be matched to present their roles in front of the class. Follow with class discussion.</p> <p>Explore the statement "Tuberculosis is no longer a problem in the United States."</p> <p>(See Community Health Unit)</p>	<p>1.56 11.52 1.58 11.56 6.45 6.47</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Community action is each person's responsibility.</p>	<p>Discuss with class the pros and cons of the "Community action to prevent respiratory disease" or "Each of our responsibilities for the health of our family, neighborhood, and community."</p> <p>Discuss the changes since 1900 of mortality rates. What kinds of changes have occurred? What changes have taken place?</p> <p>Develop talks to give to other classes or community groups about respiratory diseases.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss with class the pros and cons of this statement: "Community action to prevent respiratory diseases is each person's responsibility" or "Each of us has responsi- bilities for the health of our family, neighbors and others in our community."</p> <p>Discuss the changes since 1900 of mortality and morbidity rates. What kinds of changes have occurred? Why have these changes taken place?</p> <p>Develop talks to give to other classes or groups on respiratory diseases.</p>	<p>1.56 1.58 1.59 1.60 1.66 1.67 2.26 6.38 11.54 11.64</p>

SUPPLEMENTARY DISEASE UNIT
HEART DISEASES

COMPETENCY 1: Appreciate the historical aspect of disease prevention and

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The work of the heart was once a mystery.</p> <p>Man's endeavors have solved these "mysteries" of the circulatory system.</p>	<p>Relate through panel discussion the story of the ideas of how the circulatory system worked. In other words, things as:</p> <ol style="list-style-type: none">1. How blood moved backward and forward like the flow of tides.2. One kind of blood was made in the liver.3. Veins carried blood and arteries carried blood to all parts of the body.4. Doctors thought tiny holes were in the septum so blood could get through. <p>Give reports on:</p> <ol style="list-style-type: none">1. William Harvey and the book he wrote 300 years ago.2. Early idea of composition of blood.

1: Appreciate the historical aspect of disease prevention and control.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
e heart was	<p>Relate through panel discussion the story of the early ideas of how the circulatory system worked. Include such things as:</p> <ol style="list-style-type: none"> 1. How blood moved backward and forward like ebb and flow of tides. 2. One kind of blood was made in the liver. 3. Veins carried blood and arteries carried air to all parts of the body. 4. Doctors thought tiny holes were in the septal wall so blood could get through. 	<p>6.24 6.57</p>
s have solved es" of the stem.	<p>Give reports on:</p> <ol style="list-style-type: none"> 1. William Harvey and the book he wrote 300 years ago. 2. Early idea of composition of blood. 	

COMPETENCY 11: Understand possible causes and effects of dis

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The cardiovascular system's performance of important body functions appears to be less efficient under some circumstances.</p>	<p>Observe a beef heart or lamb's heart from a butcher. (Ask for it a few days in order to get it without too much close to the animal in terms of the size of the animal.) What purpose does the fat on the heart serve? and identify the blood vessels leaving the heart. Compare with chart or model. Compare the auricles with the ventricles. Note the thickness of wall of the left ventricular wall with the right ventricular wall. Why is this so? Explain why this must be so. Arterial walls harden.</p> <p>Cut the chambers open. About how much blood can the heart hold at any one time? Describe the cuspid and mitral) that separate the ventricles. Find the pulmonary artery and cut each lengthwise. Do you find valves in each? In which direction do they open?</p> <p>Make a man size outline of human body. Label all parts of cardiovascular system.</p> <p>(See Anatomy and Physiology and Physiology Units)</p>

1: Understand possible causes and effects of disease.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>ular system's important appears to ent under nces.</p>	<p>Observe a beef heart or lamb's heart obtained from your butcher. (Ask for it a few days ahead so that he may order it without too much close trimming.) Note its size in terms of the size of the animal from which it came. What purpose does the fat on the outside serve? Locate and identify the blood vessels leading to and from the heart. Compare with chart or model of human heart. Compare the auricles with the ventricles in terms of location, size, and thickness of walls. Compare the thickness of the left ventricular wall with that of the right. Why is this so? Explain why this muscular wall enlarges when arterial walls harden.</p> <p>Cut the chambers open. About how much blood would the heart hold at any one time? Describe the valves (tricuspid and mitral) that separate the auricles from the ventricles. Find the pulmonary artery and the aorta and cut each lengthwise. Do you find the semi-lunar valves in each? In which direction do they prevent back flow?</p> <p>Make a man size outline of human body and place and label all parts of cardiovascular system.</p> <p>(See Anatomy and Physiology and Smoking and Health Units)</p>	<p>4.46 4.47 4.50 11.14 11.15 11.17 11.23</p>

COMPETENCY IV: Support programs organized to alleviate diseases locally, nationally.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Community groups are organized to fight the leading health problem--cardiovascular diseases.</p>	<p>Organize visits by representatives of classes public health departments, vocational rehabilitation centers, cardiac work evaluation clinic in Se Association, etc. Report back on their progress.</p> <p>(See Community Health Unit)</p>

port programs organized to alleviate diseases locally, nationally, and inter-
nationally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e m-- es.	<p>Organize visits by representatives of classes to local public health departments, vocational rehabilitation centers, cardiac work evaluation clinic in Seattle, Heart Association, etc. Report back on their programs.</p> <p>(See Community Health Unit)</p>	<p>11.27 11.35 11.36</p>

COMPETENCY 11: Understand possible causes and effects of disease.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The cardiovascular system is important to the functioning of all systems.</p>	<p>Investigate and give oral reports on physical strains, bruises, and atherosclerosis.</p> <p>List temporary and permanent effects of decreased efficiency of the cardiovascular system. (fatigue, numbness, anemia, etc.)</p> <p>Obtain stethoscope and compare pulse rate before and after exercise and after rest again. Draw conclusions on this in relationship to physical fitness factor.</p> <p>(See Anatomy and Physiology, Smoking and Nutrition and Mental Health Units)</p>
<p>Damage to the cardiovascular system is a major health problem physically, psychologically, and economically.</p>	<p>Investigate cost of cardiovascular diseases to the individual and to a community.</p> <p>Discuss changes that occur in family pattern when a member of the family suffers from a cardiovascular disease.</p> <p>Make a graph showing:</p> <ol style="list-style-type: none"> extent of cardiovascular diseases in comparison with other diseases cardiovascular diseases in various parts of the world increase in types of cardiovascular diseases

stand possible causes and effects of disease.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
em ction-	<p>Investigate and give oral reports on physiological impairment of circulatory tissue and possible repair in sprains, strains, bruises, and atherosclerosis.</p> <p>List temporary and permanent effects of failure of complete efficiency of the cardiovascular system. (mental retardation, numbness, anemia, etc.)</p> <p>Obtain stethoscope and compare pulse rates at rest and after exercise and after rest again. Draw conclusions on this in relationship to stress-recovery factor.</p> <p>(See Anatomy and Physiology, Smoking and Health, Nutrition and Mental Health Units)</p>	<p>2.2 2.32 11.19 11.21 11.22</p>
ular ho- lly.	<p>Investigate cost of cardiovascular diseases to an individual and to a community.</p> <p>Discuss changes that occur in family patterns when any member of the family suffers from a cardiovascular disease.</p> <p>Make a graph showing:</p> <ol style="list-style-type: none"> extent of cardiovascular diseases in comparison to other diseases cardiovascular diseases in various countries of the world increase in types of cardiovascular diseases 	<p>2.22 11.42 4.50 4.51 6.49 6.53 6.56 11.18 11.20 11.24 11.25 11.26 11.28 11.29</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Chart types of cardiovascular diseases, pos uting causative factors, average age of ons treatment. (A large mural by total class c this.)</p>

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Chart types of cardiovascular diseases, possible contributing causative factors, average age of onset, preventions, treatment. (A large mural by total class could develop this.)</p>	

COMPETENCY III: Assume responsibility for prevention and control of cardiovascular diseases and conditions in others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The risk factor of cardiovascular diseases and conditions can be reduced.</p> <p>Prompt medical care and remedial procedures are essential for control of cardiovascular conditions.</p>	<p>Develop bulletin board on risk factors (See W.S.H.A. to get ideas)</p> <p>Investigate and illustrate own or family history on heart disease and relationship to health.</p> <p>(See Smoking and Health, Nutrition Units)</p> <p>Invite physician to give examples of proper attention and routine physical examination to control cardiovascular problems.</p> <p>Discuss oral report on causes, prevention and measures of varicose veins.</p>

responsibility for prevention and control of diseases within themselves and

SAMPLE LEARNING EXPERIENCES	RESOURCES
Develop bulletin board on risk factors. (Use poster from W.S.H.A. to get ideas)	4.48 11.33 6.46 11.34 6.51 11.37
Investigate and illustrate own or anonymous family history on heart disease and relationship to risk factors. (See Smoking and Health, Nutrition, and Mental Health Units)	6.54 11.39 9.1 11.43 11.17 11.44 11.30 11.32
Invite physician to give examples of how prompt medical attention and routine physical exams help prevent or control cardiovascular problems.	2.21 11.16 4.49 11.31 4.52 11.38 4.53 11.39
Discuss oral report on causes, prevention, and remedial measures of varicose veins.	4.54 11.40 4.55 11.41 4.56 11.42

COMPETENCY IV: Support programs organized to alleviate disease locally and nationally.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Research is providing answers in cardiovascular problems.	Investigate and report on: cholesterol machine, artificial parts, pacemakers, and stress.

rt programs organized to alleviate disease locally, nationally, and inter-
nally.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Answers ems.	Investigate and report on: cholesterol, the heart-surgery machine, artificial parts, pacemakers, <u>e</u> lectrocardiograms, and stress.	1.35 6.50 11.41

RESOURCES

1.0 BOOKS

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4.0 FILMS

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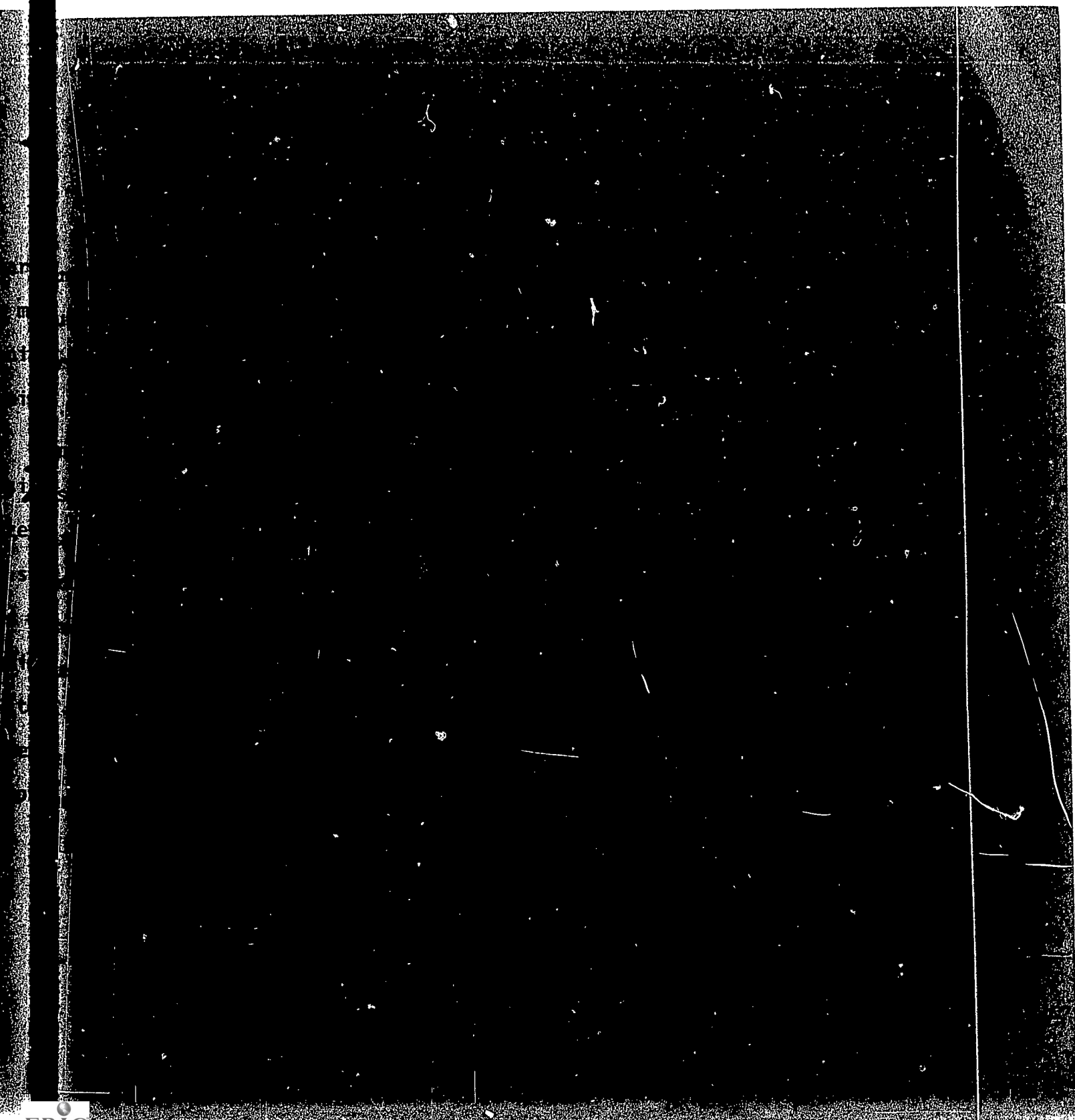
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 11.62 What Do You Believe About TB?
 11.63 Kid Stuff

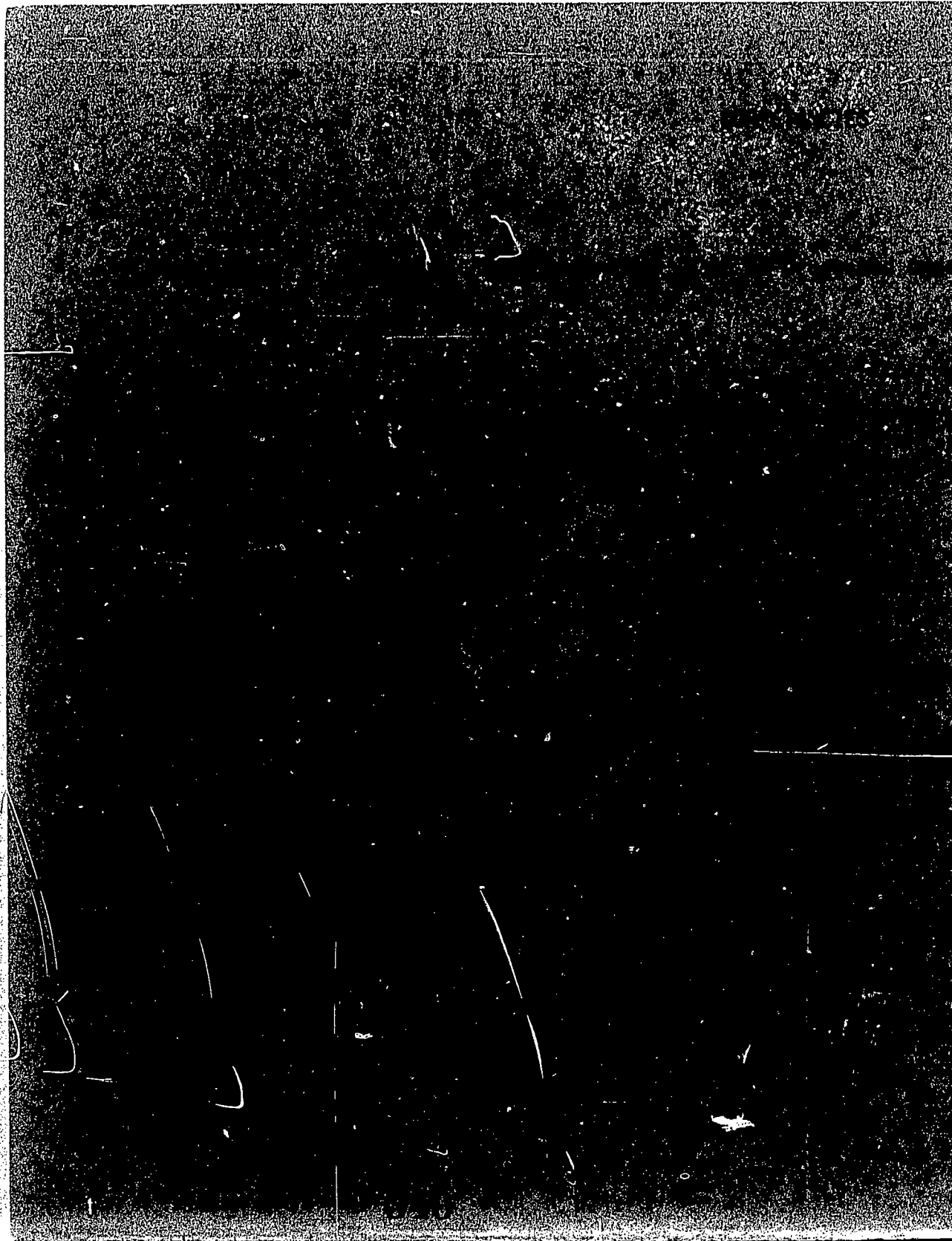
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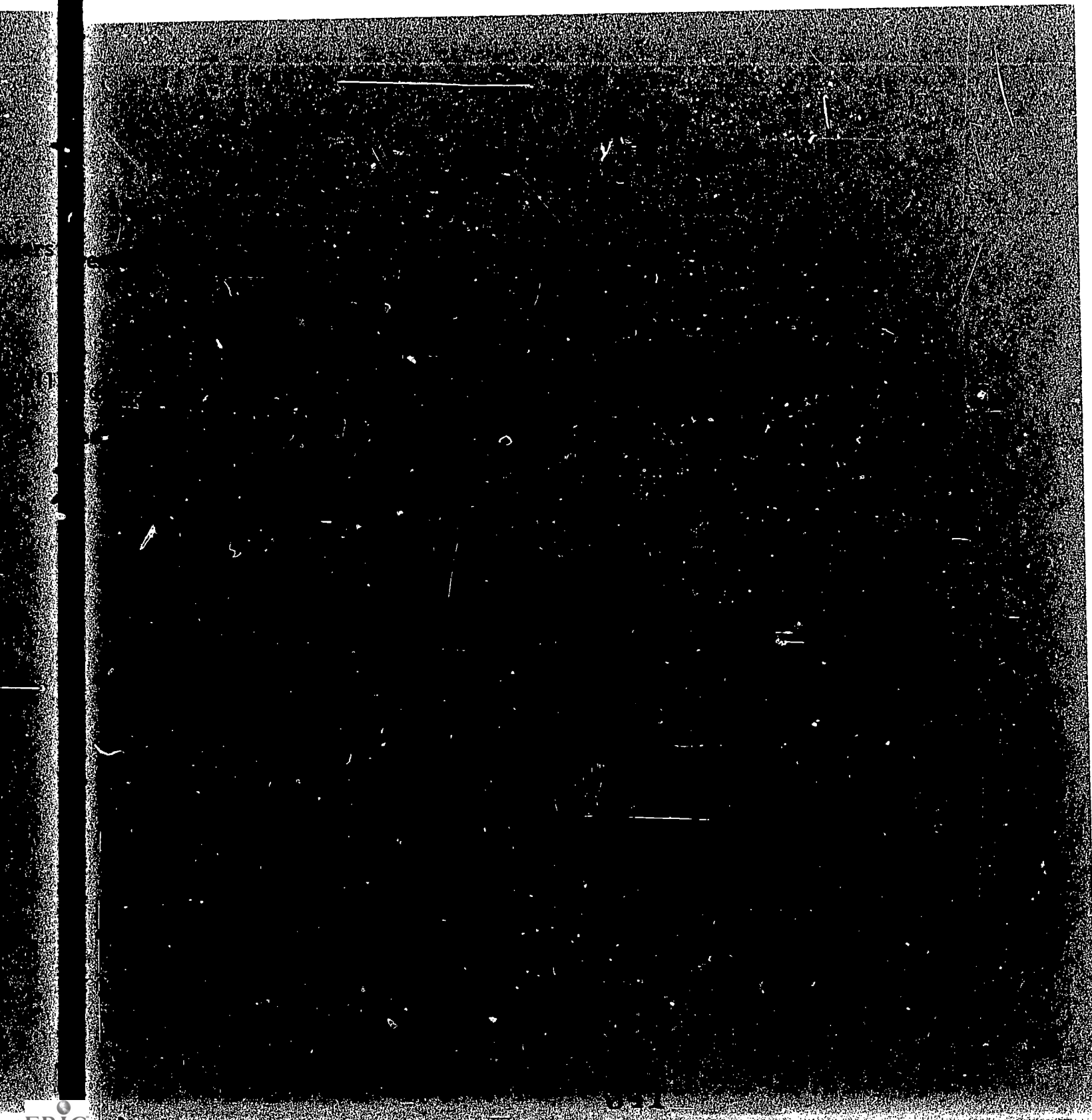
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- AMERICAN DIABETES ASSOCIATION, 18 EAST 48th STREET, NEW YORK, NEW YORK 10017
- 11.70 (Material on Diabetes)
- 13.0 THE EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES, 1285 AVENUE OF THE AMERICAS, NEW YORK, NEW YORK 10019
- 13.1 Protection Against Communicable Diseases
- HEALTH AND WELFARE DIVISION, METROPOLITAN LIFE INSURANCE COMPANY, 600 STOCKTON STREET, SAN FRANCISCO, CALIFORNIA 94120
- 13.2 Marie Curie and the Story of Radium (pamphlet and filmstrip)
13.3 Walter Reed and the Conquest of Yellow Fever (pamphlet and filmstrip)
13.4 Infectious Hepatitis
13.5 Your Personal Health Record







COMPETENCY 1: Appreciate the value of drugs and understand the

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Drugs are valuable in the relief of pain and suffering.	Discuss the role of the witch doctor problems. (Stimulate discussion with opaque projector.) Investigate old time remedies and su and evaluate. Send representatives to interview pr tions prepared by the class. Report views. Select for oral reports current uses various types of drugs: narcotics, p anaesthetics, antibiotics, hormones, antihistamines, energizers, barbitur and hallucinogens. (See Consumer Health and Disease U
Drugs have increased the life expectancy of man.	Prepare graphs showing increase in l United States and in other countries

ciate the value of drugs and understand the interactions of drugs within the body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
e r-	Discuss the role of the witch doctor in treating health problems. (Stimulate discussion with pictures and an opaque projector.)	1.1 6.4 1.3 6.6 1.4 6.7 1.6 6.10
	Investigate old time remedies and superstitions. Discuss and evaluate.	1.7 6.14 1.10 6.15 1.19 6.18
	Send representatives to interview pharmacists with questions prepared by the class. Report and discuss interviews.	1.20 6.19 1.24 6.21 1.28 6.22 1.29 6.23
	Select for oral reports current uses and dangers of the various types of drugs: narcotics, patent medicines, anaesthetics, antibiotics, hormones, tranquilizers, antihistamines, energizers, barbiturates, antiseptics, and hallucinogens.	2.6 6.24 2.8 6.35 2.9 6.37 2.11 6.39
	(See Consumer Health and Disease Units.)	3.1 10.1 6.1 12.1 6.2
	Prepare graphs showing increase in life expectancy in United States and in other countries.	1.1 1.2

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Drugs affect different individuals in different ways.</p>	<p>Trace drug research and its influence on the life of individuals with diabetes, epilepsy, tuberculosis, etc.</p> <p>(See Disease Unit)</p> <p>Discuss what to do when unexpected reactions occur. (possible effects of aspirin or tranquilizers on infants)</p> <p>Discuss special hazards and precautions necessary when taking drugs. (overdose, combining drugs, etc.)</p> <p>Discuss drugs that may be beneficial to one person yet harmful to others (i.e., penicillin reactions)</p> <p>(See Safety Education Unit and Consumer Health Unit)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Trace drug research and its influence on the life expectancy of individuals with diabetes, epilepsy, heart disease, tuberculosis, etc.

(See Disease Unit)

1.3 4.10
1.5 4.11
1.6 4.12
1.7 4.14
1.19 6.11
1.20 6.13
1.21 6.25
1.22 6.26
1.23 6.27
1.24 6.28
1.25 6.29
1.26 6.30
1.27 13.1
4.7

Discuss what to do when unexpected reactions to drugs occur. (possible effects of aspirin or tranquilizers on infants)

Discuss special hazards and precautions necessary when taking drugs. (overdose, combining drugs, sharing drugs)

Discuss drugs that may be beneficial to one person and yet harmful to others (i.e., penicillin reactions).

(See Safety Education Unit and Consumer Health Unit)

1.6
1.7
1.24
1.25
2.9
2.13
5.1
6.6
6.35
11.1

COMPETENCY 11: Use drugs in ways which contribute to the future well-b

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Individuals experiment with drugs for a variety of reasons.	<p>List and discuss why students may true glue marijuana.</p> <p>Develop a mural on the history of drug use. historical events-- wars, etc.</p> <p>Develop "minute-dramas" of unfinished stories with questions. Have students write or discuss endings.</p>
Dangers exist in taking any drug.	<p>Read about and discuss the psychological and effects of glue, marijuana, pep pills, tranquilizers, anti-acids, laxatives, aspirin, etc.</p> <p>List drugs in your medicine cabinet. Determine which are common to the home. Copy directions from the labels and discuss. Discuss how drugs in the home may become a problem.</p> <p>Make posters to educate other students about drugs. (i. e., how long to keep drugs, how to use them, following directions, etc.)</p> <p>(See Mental Health and Safety Education Unit)</p>

s in ways which contribute to the future well-being of self and others.

SAMPLE LEARNING EXPERIENCES	RESOURCES
List and discuss why students may true glue sniffing and marijuana.	1.1 2.9 2.15
Develop a mural on the history of drug use. Relate to historical events-- wars, etc.	4.8 10.1 12.1
Develop "minute-dramas" of unfinished stories or stories with questions. Have students write or discuss possible endings.	(Readers' Guide)
Read about and discuss the psychological and physiological effects of glue, marijuana, pep pills, tranquilizers, anti-acids, laxatives, aspirin, etc.	1.1 6.31 1.7 6.32 1.15 7.2 2.6 7.3
List drugs in your medicine cabinet. Determine which are common to the home. Copy directions from two of the labels and discuss. Discuss how drugs in common usage may become a problem.	2.9 7.5 2.11 7.6 2.13 7.7 4.8 12.1 5.1
Make posters to educate other students about dangers of drugs. (i. e., how long to keep drugs, how to keep them, following directions, etc.)	6.7 6.15 6.17 6.18
(See Mental Health and Safety Education Units)	6.20

COMPETENCY 1: Appreciate the value of drugs and understand the interaction of drugs with the body.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Years of research and testing by trained specialists are needed before some drugs can be used by the general public.</p>	<p>Gather information and report on development of new drugs. (See material on thalidomide, Krebizon, Salvarsan, vaccines, L.S.D., etc.)</p> <p>Make a bulletin board on F.D.A. regulations of new drugs.</p> <p>(See Consumer Health and Community Health)</p>
<p>There are many values of drugs.</p>	<p>Give individual reports on current research on effects of anaesthetics, antibiotics, tranquilizers, barbiturates, antiseptics, narcotic analgesics, antihistamines, and hallucinogens.</p>

appreciate the value of drugs and understand the interactions of drugs within the body.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Testing drugs can	Gather information and report on development of new drugs. (See material on thalidomide, Krebizon, Salk, and Sabin vaccines, L.S.D., etc.) Make a bulletin board on F.D.A. regulations for acceptance of new drugs. (See Consumer Health and Community Health Units.)	1.6 4.7 1.7 4.8 1.12 6.2 1.24 6.9 1.27 6.12 1.32 6.13 2.5 6.29 2.10 6.30 2.14 7.1 4.1 7.2 4.2 13.1 (See Readers' Guide)
of drugs.	Give individual reports on current research of beneficial effects of anaesthetics, antibiotics, tranquilizers, energizers, barbiturates, antiseptics, narcotics, hormones, antihistamines, and hallucinogens.	1.3 6.5 1.6 6.8 1.7 6.10 1.12 6.11 1.19 6.13 1.24 6.14 4.12 6.15 4.13 6.16 6.2 7.4 6.4 (see junior high resources)

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Various factors enter into the pharmacological action of drugs.</p>	<p>Investigate how drugs affect the body physiologically. Interview pharmacists and doctors to determine how various physiological factors alter effects of drugs.</p> <p>Report on various studies of placebos.</p> <p>Interview doctors, police departments, etc. to determine side effects that may arise from the use of new drugs. (effects when drugs are combined, side effects of alcohol and drugs, variety of drugs.)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
into tion	<p>Investigate how drugs affect the body physiologically.</p> <p>Interview pharmacists and doctors to determine how psychological factors alter effects of drugs.</p> <p>Report on various studies of placebos.</p> <p>Interview doctors, police departments, etc. as to problems that may arise from the use of new drugs. (Accelerated effects when drugs are combined, side effects, allergies, alcohol and drugs, variety of drugs.)</p>	<p>1.12</p> <p>2.7</p> <p>2.13</p> <p>6.1</p> <p>6.2</p> <p>6.4</p> <p>6.34</p> <p>6.35</p> <p>12.1</p>

ays which contribute to the future well-being of self and others.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Through reading and interviewing discover the consequences of either overdosage or improper use of drugs. (sensitivity reactions, addictions, ineffectiveness, harm to tissues, hallucinations, etc.)	1.1 4.3 1.9 4.11 1.10 4.15 1.12 5.1 1.14 5.2 1.15 6.1
Analyze the variations of experts' opinions of the terms: habit-forming and addicting. Discuss adequacy of alternate term "drug dependency."	2.1 6.2 2.4 6.3 2.6 6.4 2.8 6.11 2.9 6.36 2.11 10.1 2.12 12.1 2.15
Chart drugs that are considered habit-forming, addicting, or unclassified.	(See Readers' Guide)
Read on each so-called "addicting" drug. Have class discuss source and effect of each. (Morphine, heroin, amphetamine, etc.)	
Discuss personality and emotional problems which may lead to drug abuse, alcoholism, or other asocial adaptations. Discuss the pros and cons of handling those disorders as an illness or as a crime.	1.10 6.3 1.15 6.33 1.31 12.1 2.4 2.5 2.12
(See Mental Health Unit)	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Addicting and hallucinogenic drugs cause problems for the individual and society.</p> <p>Treating drug addiction has been ineffective.</p> <p>Control of drug abuse is difficult.</p>	<p>Chart possible relationship of drug delinquency.</p> <p>Discuss effect of the misuse of the unit and the community.</p> <p>(See Family Health Unit.)</p> <p>Discuss medical treatment in the F</p> <p>Discuss how the community might help rehabilitation of addicts. (Synonymous)</p> <p>(See Community Health Unit)</p> <p>Invite guest speakers to discuss domestic and international controls of drug customs, border patrol, F.B.I., police</p> <p>Debate United States versus England regarding the use of narcotics.</p> <p>Discuss drug industry's security measures</p> <p>Relate narcotic traffic to the economic Southeast Asia countries.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES	
Chart possible relationship of drug usage, crime, and delinquency.	1.1	2.6
	1.8	2.8
	1.9	4.3
Discuss effect of the misuse of these drugs on a family unit and the community.	1.10	4.4
	1.11	4.5
	1.12	4.9
(See Family Health Unit.)	1.15	4.10
	2.1	6.3
	2.4	6.36
Discuss medical treatment in the Federal Narcotic Hospital	1.1	1.30
	1.8	2.2
Discuss how the community might help in the treatment and rehabilitation of addicts. (Synanon or Narcotics Anonymous)	1.9	2.3
	1.11	2.4
	1.12	4.9
	1.13	9.1
(See Community Health Unit)	1.17	12.1
Invite guest speakers to discuss current state, national, and international controls of drug abuse. (nalline, customs, border patrol, F.B.I., police, Coast Guard, laws)	1.1	7.4
	1.8	9.1
	1.11	12.1
	1.16	
Debate United States versus England's method for controlling the use of narcotics.	1.18	
	2.16	
	2.17	
Discuss drug industry's security measures.	2.18	
	4.6	
Relate narcotic traffic to the economic stability of the Southeast Asia countries.	6.3	
	6.38	

DRUG EDUCATION RESOURCES

(Preview all films; review all materials. See Readers' Guide for latest on physiological effects, drug laws and legislation; Antibiotics; Aspirin; Hallucinogen patent; etc.)

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- 1.26 Banting, Fred. DISCOVERER OF INSULIN. Messner, 1959
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- 2.2 Facts Concerning U. S. Public Hospitals
- 2.3 Information for Prospective
- 2.4 Narcotic Drug Addiction (Mental Health Monograph #2)
- 2.6 Barbiturates as Addicting Drugs

FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, WASHINGTON 98104

- 2.5 F.D.A. Approval of New Drugs (Facts for Consumers)
- 2.7 Drugs and Driving
- 2.8 Hallucinogenic Drugs
- 2.9 First Facts About Drugs
- 2.10 Drug Amendments of 1962
- 2.11 Habit Forming Drugs
- 2.13 Drug Side Effects
- 2.14 The Thalidomide Story
- 2.15 The Drug Habit--Big Problem!
- 2.16 Fact Sheet--Drug Abuse Control Amendments of 1965
- 2.17 Fact Sheets 2, 3, 4, 5, 6

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- 2.12 Living Death-- The Truth About Drug Addiction
- 2.18 Prevention and Control of Narcotic Addiction

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MINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING, 909 FIRST AVENUE, SEATTLE,

New Drugs (Facts for Consumers)

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the Conference on Home Medication and the Public Welfare

S PAMPHLET, 301 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

o About Drug Abuse

ARCH ASSOCIATES, INC., 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

arcotics

CROSS (See telephone directory for local chapter)

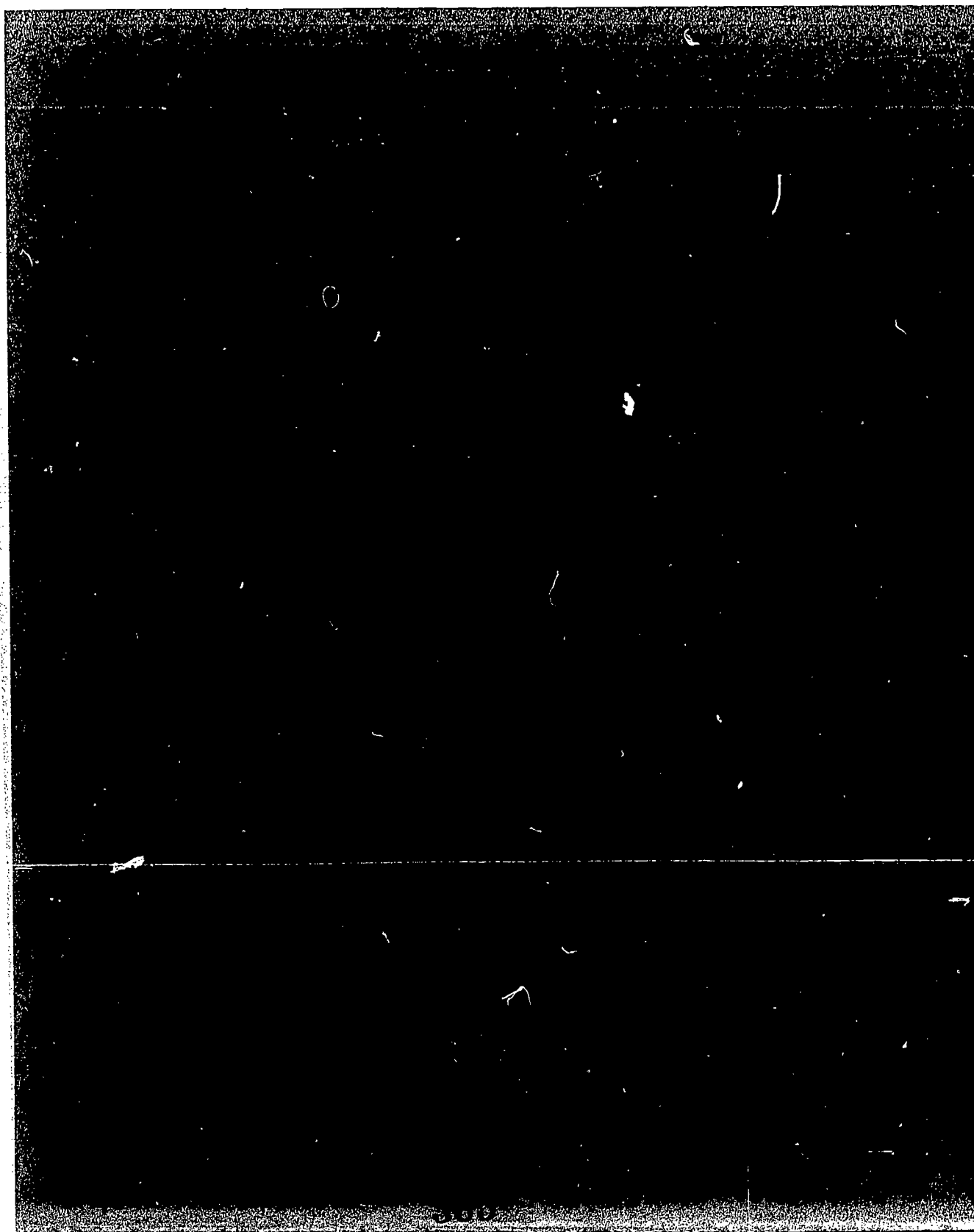
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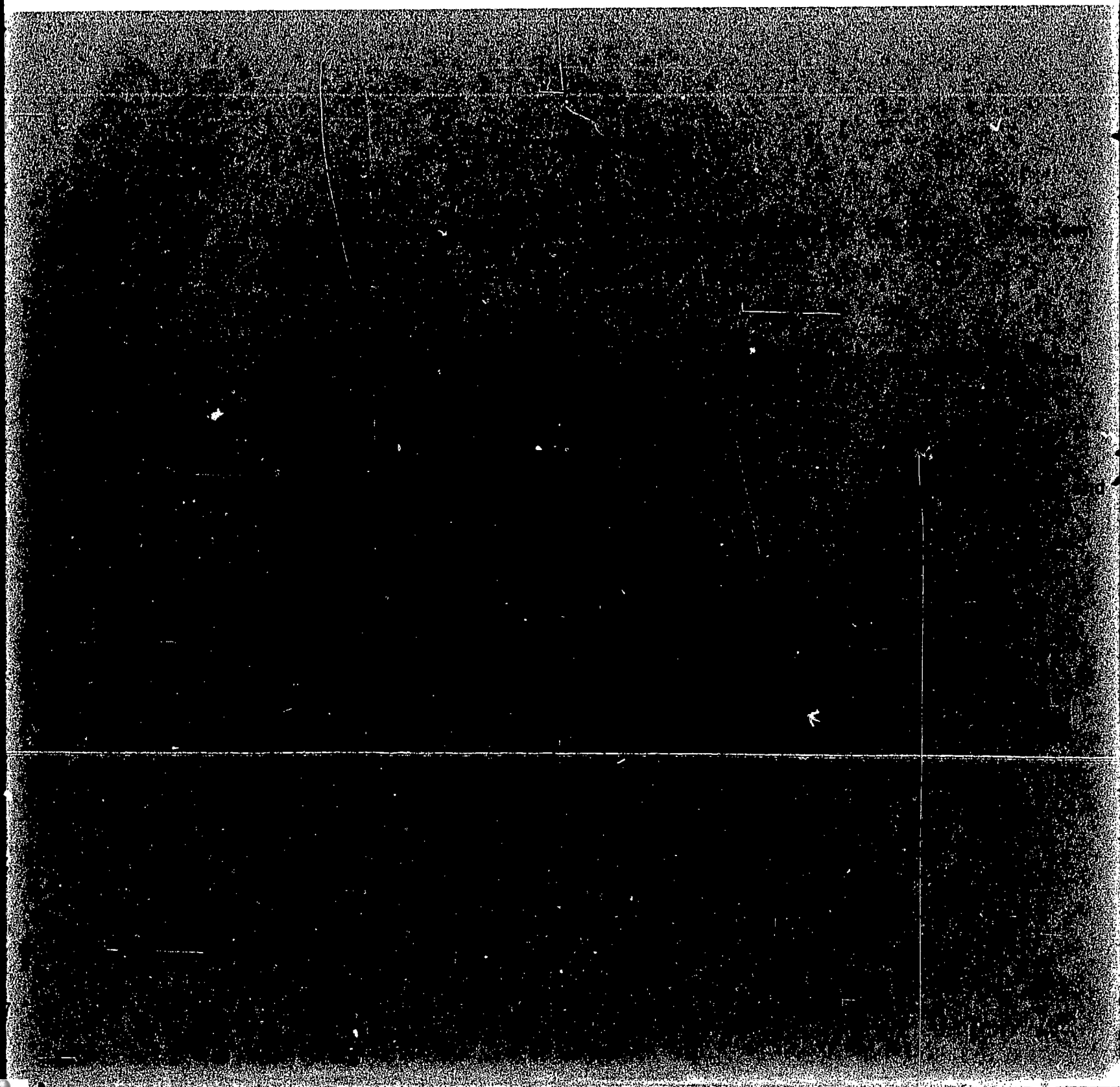
AND FRENCH LABORATORIES, PHILADELPHIA, PENNSYLVANIA

eacher Reference)

LIFE INSURANCE COMPANY, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN FRANCISCO,
4120

of Health Research





COMPETENCY 1: Understand and appreciate the significance of the family in west

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The patterns of family life activities have changed through the years.</p> <p>The changing role of the family affects society.</p> <p>The family is responsible for the health of its members.</p>	<p>Analyze factors which have brought about changing patterns. (Pioneering era, agricultural era, industrial era, urban development)</p> <p>Analyze the movement of traditional functions of the family from the family to other social institutions.</p> <p>Develop own personal health history record. (See Disease Unit)</p>

Understand and appreciate the significance of the family in western society.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ily life nged	Analyze factors which have brought about changing family patterns. (Pioneering era, agricultural era, industrial era, urban development)	1.1 10.1 1.2 1.3 1.15 1.16
f the ety.	Analyze the movement of traditional functions of the family from the family to other social institutions.	1.20 3.1 3.4 4.48
nsible ts mem-	Develop own personal health history record. (See Disease Unit)	5.6 9.6 9.46

COMPETENCY 11: Accept roles and responsibilities as family members.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
The responsibilities of family members change.	Prepare reports on the "before 1900 and after" bilities of different members of the family. discipline, chores)
Changing patterns of male - female roles have affected the family.	Develop a mural showing work responsibilities of the teenager from 1900 to the present.
The transition from adolescent to adult responsibilities and privileges is gradual.	Analyze present concepts of "maleness and fema variations which exist in this concept.
	Investigate other cultures' concept of malenes ness.
	Role play situations of how adolescent can ear respect and independence through the demonstra self-control and responsibility. (pride, resp fulness, dependability)
	Committees interview parents and adults and pr reports on how to raise an adolescent. Give r underlying ideas reported.
	Discuss how one achieves a position of authori ever reach a position where he doesn't have to anyone for his actions?

cept roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
of male - ected adoles- ibili- s	Prepare reports on the "before 1900 and after" responsibilities of different members of the family. (economic, discipline, chores)	1.1	9.6
		1.2	9.11
		1.3	9.16
		1.4	9.26
	Develop a mural showing work responsibilities in the home of the teenager from 1900 to the present.	1.17	9.33
		1.18	10.1
		1.19	10.6
		1.22	10.10
	Analyze present concepts of "maleness and femaleness" and variations which exist in this concept.	1.23	10.16
		1.35	
		1.37	
	Investigate other cultures' concept of maleness and femaleness.	3.1	
		4.34	
	Role play situations of how adolescent can earn privileges, respect and independence through the demonstration of self-control and responsibility. (pride, respect, thoughtfulness, dependability)	1.3	3.5
		1.8	4.9
		1.9	4.10
		1.14	4.31
		1.16	5.3
	Committees interview parents and adults and prepare reports on how to raise an adolescent. Give reasons underlying ideas reported.	1.19	5.4
		1.22	5.5
		1.23	9.30
		1.24	9.32
	Discuss how one achieves a position of authority; does one ever reach a position where he doesn't have to answer to anyone for his actions?	1.26	9.38
		1.27	9.39
		1.34	9.40
		1.38	10.6
		1.40	10.11
			10.13
			10.14

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The role of the individual changes with his position on the life cycle.</p>	<p>Five committees study roles of individuals at steps of the life cycle.</p> <p>(See Mental Health Unit)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Individual tion	<p>Five committees study roles of individuals at the various steps of the life cycle.</p> <p>(See Mental Health Unit)</p>	<p>10.15</p> <p>10.18</p> <p>10.21</p>

COMPETENCY III: Understand interrelationships of family, cultural influ

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Family members influence individual personality and social development.</p> <p>All aspects of environment influence individual development. (family, school, community, world)</p> <p>Family and social problems are interrelated.</p>	<p>Trace possible acquisition of a dislike or (or acquisition of a hobby, or acquisition or value, or attitude)</p> <p>(See Mental Health Unit)</p> <p>Discuss the effect of world tension on good people.</p> <p>Structure panel discussion to show how self are related to the family and the family t tions. (delinquency, misuse of alcohol or emotional maladjustment, sexual experimentation of marriage)</p> <p>Develop a mural of how a family provides needs, teaches the suppression and express develops personality traits, develops valu etc. Then discuss why individuals may have illegitimate child not receiving full bene influence.</p> <p>(See Mental Health, Alcohol Education, S Health, and Drug Education Units)</p>

and interrelationships of family, cultural influence and personal development.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Trace possible acquisition of a dislike or like of food. (or acquisition of a hobby, or acquisition of a prejudice, or value, or attitude)</p> <p>(See Mental Health Unit)</p>	<p>1.2 1.20 1.3 1.27 1.15 4.12 1.16 4.22 1.17 4.23 1.19 4.35</p>
<p>Discuss the effect of world tension on goals of young people.</p>	
<p>Structure panel discussion to show how selected conditions are related to the family and the family to these condi- tions. (delinquency, misuse of alcohol or drugs, smoking, emotional maladjustment, sexual experimentation outside of marriage)</p> <p>Develop a mural of how a family provides for physical needs, teaches the suppression and expression of emotions, develops personality traits, develops values and goals, etc. Then discuss why individuals may have problems; i.e., illegitimate child not receiving full benefit of family influence.</p>	<p>1.10 1.19 3.5 9.15 9.23 9.28 9.32 9.34 9.42 9.43 10.15 10.19 10.20</p>
<p>(See Mental Health, Alcohol Education, Smoking and Health, and Drug Education Units)</p>	<p>10.21 11.9</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Dating is a social custom which allows boys and girls to begin to understand each other.</p> <p>The sex drive is a natural aspect of life.</p>	<p>In co-ed buzz groups formulate lists of likes in the opposite sex. Compile lists for boys and one for girls. Discuss the findings.</p> <p>Discuss how social pressure tends to create dating patterns; discuss the part parents need in determining when to start dating, time to go out, etc.</p> <p>Committees plan dating activities within a certain time limit.</p> <p>Student committees present evidence on various factors which enhance one's attractiveness to a girl attraction. (movies, television, etc.) Include a discussion of commercialism and how it may lead to irresponsible behavior and what factors in dating tend to help and hinder the sex drive.</p> <p>Discuss with resource people the problems of dating and fathers. Share findings through class presentations.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
custom nd girls and each	<p>In co-ed buzz groups formulate lists of likes and dislikes in the opposite sex. Compile lists into one for boys and one for girls. Discuss the final list.</p> <p>Discuss how social pressure tends to determine dating patterns; discuss the part parents need to play in determining when to start dating, time to get home, where one goes, etc.</p> <p>Committees plan dating activities within a set budget and within a certain time limit.</p>	1.22 1.25 1.28 1.29 3.3 3.7 3.8 3.9 4.13 4.18 4.24	4.28 4.29 4.30 5.4 9.18 10.5 10.7
natural	<p>Student committees present evidence and analysis of the various factors which enhance one's awareness of the boy-girl attraction. (movies, television, advertising, books, etc.) Include a discussion of commercialization of sex and how it may lead to irresponsible behavior. Discuss what factors in dating tend to help and hinder control of sex drive.</p> <p>Discuss with resource people the problems of unwed mothers and fathers. Share findings through class discussions.</p>	1.23 1.24 4.56 9.17 9.18 9.19 9.34 10.7 10.9 10.16	10.17 11.13 11.16

COMPETENCY IV: Continuously contribute to the development of happy and

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>There are various types and stages of love.</p> <p>Individuals differ in the rate of maturity.</p> <p>The male and female reproductive systems have comparable and contrasting structure and functions.</p> <p>The menstrual cycle is an integral part of human reproduction.</p>	<p>Invite a speaker (minister, or psychologist) to discuss "What Is Love" and love's relations to family, country, platonic, romantic).</p> <p>Discuss manifestations of different types of love (family, country, platonic, romantic).</p> <p>Develop a poster showing the factors which influence the range of normal differentiation at this level (cultural expectations, hormones, heredity).</p> <p>(See Anatomy and Physiology and Heredity and Environment Units)</p> <p>Teacher lecture on the reproductive system. Students can fill in as teacher discusses the system. (Explain significance of masturbation, nocturnal emissions and review menstruation).</p> <p>Make charts showing influences on the menstrual cycle.</p> <p>Report on myths concerning menstruation.</p> <p>Teacher lead discussion on relation of the menstrual cycle to conception. (Be sure concept of "average" cycle, discussing ovulation at day 14, is explained).</p>

Continuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
	Invite a speaker (minister, or psychologist, etc.) to discuss "What Is Love" and love's relationship to sex.	1.6 1.21 1.25	
	Discuss manifestations of different types of love (self, family, country, platonic, romantic).	4.16 9.36	
the	Develop a poster showing the factors which cause a wide range of normal differentiation at this level of development (cultural expectations, hormones, heredity). (See Anatomy and Physiology and Heredity and Environment Units)	1.23 1.24 1.27	1.34 4.43
pro- ting s.	Teacher lecture on the reproductive system. Have charts students can fill in as teacher discusses each part of the system. (Explain significance of masturbation, nocturnal emissions and review menstruation.)	1.5 1.7 1.8 1.9 1.14 1.23	4.6 4.7 4.8 4.9 4.19 4.26
an	Make charts showing influences on the menstrual cycle. Report on myths concerning menstruation. Teacher lead discussion on relation of the menstrual cycle to conception. (Be sure concept of "average", used in discussing ovulation at day 14, is explained.)	1.24 1.26 1.28 1.29 1.31 1.32 4.1 4.2 4.3 4.4	4.27 5.4 7.2 9.14 10.4 10.5 11.14 11.15 12.3 to 12.7

COMPETENCY 1: Understand and appreciate the significance of the family in

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The family has certain functions and purposes as a social institution in our present day society (procreation, economic, education, transmission of culture, protection of young, etc.)</p> <p>In our society the status of the family is changing.</p>	<p>Discuss the role the family plays in the trans cultural heritage (custom, language, values, b</p> <p>Follow this with a panel of foreign exchange s discussing the above in terms of their own cul</p> <p>(See Mental Health Unit)</p> <p>Analyze the effects of urbanization, technolog mobility on family functions.</p> <p>Give reports on the changing attitudes of fami toward the elderly, material things, education size, recreation, etc.</p> <p>Discuss impact of:</p> <ol style="list-style-type: none"> Lack of continuity between generations c family members living apart. Babysitters in the home. Nursemaids or grandparents in the home. Fathers working away from home. Families which move frequently. <p>(See Mental Health Unit)</p>

Objective I: Understand and appreciate the significance of the family in western society.

Prior High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>as certain d purposes as a tution in our society (pro- nomic, educa- tion of tection of young,</p> <p>ty the status y is changing.</p>	<p>Discuss the role the family plays in the transmission of cultural heritage (custom, language, values, beliefs).</p> <p>Follow this with a panel of foreign exchange students discussing the above in terms of their own culture.</p> <p>(See Mental Health Unit)</p> <p>Analyze the effects of urbanization, technology and mobility on family functions.</p> <p>Give reports on the changing attitudes of family members toward the elderly, material things, education, family size, recreation, etc.</p> <p>Discuss impact of:</p> <ul style="list-style-type: none"> a. Lack of continuity between generations caused by family members living apart. b. Babysitters in the home. c. Nursemaids or grandparents in the home. d. Fathers working away from home. e. Families which move frequently. <p>(See Mental Health Unit)</p>	<p>1.1 1.2 1.3 1.15 1.17 1.20 1.22 1.35 1.37 1.39 3.1 4.12 4.34 9.6 11.9 11.10 11.11</p>

COMPETENCY 11: Accept roles and responsibilities as family members.

CONCEPTS (<i>Senior High</i>)	SAMPLE LEARNING EXPERIENCES
<p>Individuals are responsible for maintaining the family as a social institution.</p> <p>Individual actions and well-being can contribute or detract from the well-being of the family.</p>	<p>Class discuss the function of the family and in a communistic state.</p> <p>Relate situations in which one might identify family in terms of pride, loyalty, etc. (reputation of father's business)</p> <p>Role play, write essays or discuss how they affect family structure:</p> <ol style="list-style-type: none"> Illness or disability of a family member. Over-involvement in business. Over-involvement in social life. A delinquent act. <p>Develop a mural to show environmental influences that influence our attitude toward sex (family, church, advertisements, T.V.)</p> <p>Discuss how controlling or not controlling relates to:</p> <ol style="list-style-type: none"> One's ability to meet basic emotional needs of children. Family unit as a foundation of a community. Attitude formation and successful living. <p>(See Mental Health Unit)</p>

ot roles and responsibilities as family members.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
ible ily as	Class discuss the function of the family in a democracy and in a communistic state.	1.15	10.3
		1.17	10.9
		1.22	10.19
	Relate situations in which one might identify with one's family in terms of pride, loyalty, etc. (e.g. boy defends reputation of father's business)	1.23	10.20
		1.26	10.21
		1.27	11.9
		1.28	11.10
		1.29	11.11
	Role play, write essays or discuss how the following can affect family structure:	1.30	11.16
	a. Illness or disability of a family member.	3.2	12.8
well- eing	b. Over-involvement in business.	3.4	
	c. Over-involvement in social life.	4.47	
	d. A delinquent act.	4.59	
		9.2	
		9.8	
	Develop a mural to show environmental factors which influence our attitude toward sex (family, peer groups, church, advertisements, T.V.)	9.9	
		9.18	
		9.20	
		9.22	
	Discuss how controlling or not controlling the sex drive relates to:	9.23	
		9.26	
	a. One's ability to meet basic emotional and physical needs of children.	9.33	
		9.41	
	b. Family unit as a foundation of a democracy.	9.45	
	c. Attitude formation and successful marriage.	9.47	
		10.1	
	(See Mental Health Unit)	10.2	

COMPETENCY III: Understand the interrelationships of family, cultural influence and development.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Families influence behavior, attitudes and personality of individuals.</p>	<p>Investigate influences, other than family, on behavior.</p> <p>Discuss principles of discipline as it relates to individual's lack of self-restraint or to an individual's control of his behavior.</p> <p>(See Mental Health Unit)</p>
<p>There is a relationship of family patterns to current social problems.</p>	<p>Through small group field trips, interviews, etc., then discuss, how families can help prevent problems such as illegitimacy, venereal disease, alcoholism, crime, emotional illness.</p> <p>(See Junior High Material)</p>
<p>Parents and the family play a vital role in the development and welfare of children.</p>	<p>Develop a scrapbook "sculpturing a human" with the following sections in it:</p> <ol style="list-style-type: none"> Meeting needs of children (emotional and physical) Developing loyalty to the United States, good manners and thoughtfulness, developing respect for others and for authority, developing responsibility Principles of disciplining. Sharing activities for families. Safety--training yourself and your child Mouth to mouth resuscitation. Prenatal and postnatal care and feeding.

Understand the interrelationships of family, cultural influence and personal development.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
Behavior, Personality	Investigate influences, other than family, on personality. Discuss principles of discipline as it relates to an individual's lack of self-restraint or to an individual's control of his behavior. (See Mental Health Unit)	1.10 4.18 1.3 4.36 1.15 4.37 1.16 4.60 1.18 4.61 1.19 9.15 1.20 9.32 1.39 10.15 4.13
Prevention of Problems	Through small group field trips, interviews, etc. explore, then discuss, how families can help prevent problems such as illegitimacy, venereal disease, alcoholism, divorce, crime, emotional illness. (See Junior High Material)	1.27 1.39 4.12 4.56 9.26 9.28
Play and Development	Develop a scrapbook "sculpturing a human" with the following sections in it: a. Meeting needs of children (emotional and physical). b. Developing loyalty to the United States, developing good manners and thoughtfulness, developing respect for others and for authority, developing pride. c. Principles of disciplining. d. Sharing activities for families. e. Safety--training yourself and your child. f. Mouth to mouth resuscitation. g. Prenatal and postnatal care and feeding.	9.12 9.13 9.15 9.16 9.17 9.18 9.20 9.23 9.24 9.25 9.26

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Take field trips and report or discuss the rewards of raising the handicapped child (or emotional handicap).</p> <p>Interview families and tabulate results to</p> <ol style="list-style-type: none"> 1. Why do you think children tend to feel if they are disciplined? 2. Which ways of disciplining do you feel? 3. Do you think parents need to "practice preach?" <p>(See Mental Health, Safety Education, and Units)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Take field trips and report or discuss the problems and rewards of raising the handicapped child (physical, mental or emotional handicap).

9.28 10.18
9.32 10.19
9.39 10.20
9.42 10.21

Interview families and tabulate results to these questions:

9.44 11.9
10.3 12.8

1. Why do you think children tend to feel more secure if they are disciplined?
2. Which ways of disciplining do you feel may be best?
3. Do you think parents need to "practice what they preach?"

10.4
10.10
10.12
10.13

(See Mental Health, Safety Education, and Nutrition Units)

10.14
10.15
10.16

COMPETENCY IV: Continuously contribute to the development of happy and effective marriages.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Cultural and family values, standards and attitudes influence selection of marriage partners.</p> <p>What happens to us before marriage makes us the individual we are when married.</p> <p>Various factors contribute to the success or failure of marriages.</p>	<p>Report on origin of our marriage customs.</p> <p>Report on factors in success and failure of and interracial marriages. Foreign students report marriage customs of their countries.</p> <p>Discuss advantages and disadvantages of arranged marriages as practiced in some other cultures. Write a story about a person who may know he or she is "the one for you".</p> <p>Discuss what attitudes and values are and how they affect marriage. (Tie in how premarital experiences may form attitudes which carry over into married life and how they affect marriage.)</p> <p>Develop reports on purposes of dating, courtship, engagements, wedding, honeymoon, marriage and family.</p> <p>Reports, resource speaker or reading assignment on premarital examination and counseling. (Emphasize that personal physician and religious advisors are good sources of birth control information.)</p> <p>List factors which may contribute to the success or failure of marriage. Committees then do research and report to class. (interests, maturity, values, religion, crises)</p>

continuously contribute to the development of happy and effective family life.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
values, des of mar-	Report on origin of our marriage customs.	1.2	4.52
		1.4	4.53
	Report on factors in success and failure of interfaith and interracial marriages. Foreign students discuss marriage customs of their countries.	1.6	4.54
		1.8	
		1.9	
		1.10	
	Discuss advantages and disadvantages of arranged marriages as practiced in some other cultures. Write about how you may know he or she is "the one for you".	1.13	
		1.14	
		1.15	
		1.17	
		1.20	
efore e indi- arried.	Discuss what attitudes and values are and how they develop. (Tie in how premarital experiences may form attitudes which carry over into married life and how these might affect marriage.)	1.25	
		1.26	
		1.27	
		1.30	
		1.33	
	Develop reports on purposes of dating, courtship, engagements, wedding, honeymoon, marriage and family.	2.3	
		3.2	
		3.10	
		3.11	
tribute failure of	Reports, resource speaker or reading assignments on premarital examination and counseling. (Emphasize that personal physician and religious advisors are the best sources of birth control information.)	3.12	
		4.5	
		4.13	
		4.16	
		4.18	
	List factors which may contribute to the success or failure of marriage. Committees then do research on these and report to class. (interests, maturity, health, goals, values, religion, crises)	4.20	
		4.38	
		4.39	
		4.44	
		4.51	

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
Continuous t.	Work out a budget for first years of marriage (food, furniture, house, car, insurance, medical plans, etc.)		
	Investigate sources of assistance of counseling for marital and emotional problems. Develop a criteria for evaluating sources.	4.55	9.18
		4.58	9.21
		5.1	9.22
		6.2	9.35
		7.4	9.45
		7.5	9.47
		9.1	10.8
		9.2	11.5
		9.3	11.8
		9.4	12.8
		9.7	
		9.8	
		9.9	
ciation of logical al and and the shared arents.	Discuss various factors relating to family planning (e.g. religion, economics, health, fertility, sterility, etc.)	1.5	2.2
	Acquire information for discussion on the importance of prenatal environment to the development of the embryo and fetus.	1.7	4.3
		1.10	4.11
		1.11	4.14
		1.12	4.15
		1.22	4.17
		1.34	4.21
		1.40	4.25
		1.41	4.32
		1.42	4.49
	Investigate research on preventable causes of birth defects and develop posters showing these concepts.	2.1	4.50

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Early childhood education is a family responsibility.</p>	<p>Write essays on possible qualities needing development for successful wifehood and motherhood. (Repeat for husband and father.)</p> <p>Report on different methods of childbirth.</p> <p>Report on prenatal care and the best age of parents from the physical, emotional and social point of view.</p> <p>Committees develop reports to class on:</p> <ol style="list-style-type: none"> Principles of infant care. How homes can supplement school education. How the father enters into this education. How parents influence the mental health of children including how to develop healthy attitudes toward other people in their children. How the physical needs of children are born. <p>(For information visit Headstart or kindergarten, pediatricians, social workers and nurses in the health departments, well-baby clinics in the health departments, etc.)</p> <p>Discuss what happens when parents do not or cannot do their job of meeting physical, emotional and social needs of their children.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES	
Write essays on possible qualities needing development for successful wifehood and motherhood. (Repeat for qualities for husband and father.)	4.57 5.3 5.5 6.1	9.5 9.10 9.11 9.12
Report on different methods of childbirth.	6.3 6.4	9.13 9.14
Report on prenatal care and the best age of parenthood from the physical, emotional and social point of view.	6.5 7.1 7.2	9.15 9.16
Committees develop reports to class on:	9.17	10.4
a. Principles of infant care.	9.20	10.18
b. How homes can supplement school education.	9.21	10.22
c. How the father enters into this educational pattern.	9.23	11.1
d. How parents influence the mental health of their children including how to develop healthy feelings toward other people in their children.	9.24 9.25 9.26	11.2 11.3 11.4
e. How the physical needs of children are best met.	9.27 9.28	12.1 12.2
(For information visit Headstart or kindergarten classes, pediatricians, social workers and nurses in the local health departments, well-baby clinics in the local health departments, etc.)	9.31 9.32 9.33 9.37 9.42	
Discuss what happens when parents do not or cannot do a job of meeting physical, emotional and social needs of their children.	9.43 9.44 9.48	

FAMILY HEALTH RESOURCES

(Preview all films; Review all written materials)

A 51 page annotated bibliography on Sex Education and Family Life Education prepared by the Dean of Education, Central Washington State College, Ellensburg, Washington. This bibliography includes books, pamphlets and audio-visual aids for junior high and senior high schools. The cost of production of this bibliography is charged to cover production of this bibliography.)

1.0 BOOKS

- 1.1 Force, Elizabeth S. YOUR FAMILY TODAY AND TOMORROW. Harcourt
- 1.2 Cavan, Ruth S. (editor) MARRIAGE AND FAMILY IN THE MODERN WORLD
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- 1.5 Remberton, Lois. THE STORK DIDN'T BRING YOU. Thomas Nelson, 1960
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- 1.7 Strain, Frances B. BEING BORN. Meredith, 1954
- 1.8 Corner, George W., M.D. ATTAINING MANHOOD. Harper, 1952
- 1.9 Corner, George W., M.D. ATTAINING WOMANHOOD. Harper, 1962
- 1.10 Duvall, Evelyn Millis. FAMILY DEVELOPMENT. Lippincott, 1957
- 1.11 Spock, Benjamin. BABY AND CHILD CARE. Pocket Books, 1964
- 1.12 Read, Grantly D. CHILDBIRTH WITHOUT FEAR. Harper and Row, 1961
- 1.13 Strain, Frances B. MARRIAGE IS FOR TWO. McKay, 1955
- 1.14 Williams, Mary and Kane, Irene. ON BECOMING A WOMAN. Dell
- 1.15 Kenkel, William F. THE FAMILY IN PERSPECTIVE. Appleton-Century
- 1.16 Landis, Judson T., and Landis, Mary G. PERSONAL ADJUSTMENT, 2nd Edition. Prentice-Hall Inc., 1965
- 1.17 Levy, John and Munroe, Ruth. THE HAPPY FAMILY. Knopf, 1962
- 1.18 Mead, Margaret. MALE AND FEMALE. Marrow, 1949
- 1.19 Mead, Margaret and Wolfenstein, Martha. CHILDHOOD IN CONTEMPORARY SOCIETY. Knopf, 1963
- 1.20 Queen, Stuart A. and others. THE FAMILY IN VARIOUS CULTURES. Harcourt
- 1.21 Anglund, Joan W. LOVE IS A SPECIAL WAY OF FEELING. Harcourt
- 1.22 Glassberg, B.Y., M.D. TEEN-AGE SEX COUNSELOR. Woodbury, New York, 1963
- 1.23 Feeder, Ruth. A GIRL GROWS UP. McGraw-Hill, 1948
- 1.24 McKnown, Harry C. A BOY GROWS UP. McGraw-Hill, 1949
- 1.25 Duvall, Evelyn and Hill, Reuben L. LOVE AND THE FACTS OF LIFE. McGraw-Hill, 1963

FAMILY HEALTH RESOURCES

Preview all films; Review all written material)

any on Sex Education and Family Life Education materials is available from Washington State College, Ellensburg, Washington 98926. It includes equal aids for junior high and senior high students and adults. (A small fee of this bibliography.)

- YOUR FAMILY TODAY AND TOMORROW. Harcourt, Brace, 1955
or) MARRIAGE AND FAMILY IN THE MODERN WORLD. Crowell, 1965
AMERICAN FAMILY. Crowell, 1963
GIRL THAT YOU MARRY. Macrae, 1960
E STORK DIDN'T BRING YOU. Thomas Nelson, 1963
LOVE AND MARRIAGE FOR YOUNG PEOPLE. Dell, 1962
BEING BORN. Meredith, 1954
D. ATTAINING MANHOOD. Harper, 1952
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s. FAMILY DEVELOPMENT. Lippincott, 1957
BY AND CHILD CARE. Pocket Books, 1964
ILDBIRTH WITHOUT FEAR. Harper and Row, 1953
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THE FAMILY IN PERSPECTIVE. Appleton-Century-Crofts, 1960
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e, Ruth. THE HAPPY FAMILY. Knopf, 1962
E AND FEMALE. Marrow, 1949
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others. THE FAMILY IN VARIOUS CULTURES. Lippincott, 1961
OVE IS A SPECIAL WAY OF FEELING. Harcourt, Brace, 1960
D. TEEN-AGE SEX COUNSELOR. Woodbury, New York: Barron's Education Series, Inc., 1965
RL GROWS UP. McGraw-Hill, 1948
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Hill, Reuben L. LOVE AND THE FACTS OF LIFE. Association Press, 1963

- 1.26 Duvall, Evelyn and Hill, Reuben L. BEING MARRIED. Heath, 1960
- 1.27 Bowman, Henry. MARRIAGE FOR MODERNS. McGraw-Hill, 1960 (text ed)
- 1.28 Hilliard, M. WOMAN DOCTOR LOOKS AT LOVE AND LIFE. Pocket Books,
- 1.29 Levinsohn, Florence and Kelly, G. Lombard. WHAT TEEN-AGERS WANT TO
- 1.30 Glover, L.E. HOW TO MARRY SOMEONE YOU CAN LIVE WITH ALL YOUR LIFE
- 1.31 Gottlieb, Bernard S. WHAT A BOY SHOULD KNOW ABOUT SEX. Bobbs-Merrill
- 1.32 Gottlieb, Bernard S. WHAT A GIRL SHOULD KNOW ABOUT SEX. Bobbs-Merrill
- 1.33 Landis, Judson T., and Landis, Mary G. BUILDING A SUCCESSFUL MARRIAGE
- 1.34 Stone, L. Joseph and Church, Joseph. CHILDHOOD AND ADOLESCENCE.
- 1.35 Miller, Daniel R. and Swanson, Guy E. THE CHANGING AMERICAN PARENT
- 1.37 Ogburn, W.F., and Nimkoff, M.F. TECHNOLOGY AND THE CHANGING FAMILY
- 1.38 Havighurst, Robert J. DEVELOPMENTAL TASKS AND EDUCATION. McKay,
- 1.39 Erikson, Erik H. CHILDHOOD AND SOCIETY. Norton, 1964
- 1.40 Gesell, Arnold L. and others. INFANT AND CHILD IN THE CULTURE OF
- 1.40 Gesell, Arnold L. and others. THE CHILD FROM FIVE TO TEN. Harper,
- 1.40 Gesell, Arnold L. and others. THE FIRST FIVE YEARS OF LIFE. Harper,
- 1.40 Gesell, Arnold L. and others. YOUTH: THE YEARS FROM TEN TO SIXTEEN
- 1.41 Tanner, James M. and Taylor, C.R. GROWTH. Time, 1965 (life-sciences)
- 1.42 Maternity Center Association. A BABY IS BORN. Grosset, 1964

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON, D. C., 20201

- 2.1 Infant Care
- 2.2 Prenatal Care
- 2.3 Marriage and Divorce Registration in the United States

3.0 FILMSTRIPS

- 3.1 The Family--A Changing Pattern, WU
- 3.2 When Are We Ready for Marriage, McG

Ely and Hill, Reuben L. BEING MARRIED. Heath, 1960
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 M. WOMAN DOCTOR LOOKS AT LOVE AND LIFE. Pocket Books, 1957
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 rik H. CHILDHOOD AND SOCIETY. Norton, 1964
 hold L. and others. INFANT AND CHILD IN THE CULTURE OF TODAY. Harper, 1943
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INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION,
WASH., D. C., 20201

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 are
 and Divorce Registration in the United States

--A Changing Pattern, WU
 e Ready for Marriage, McG

- 3.3 What About Dates, McG
- 3.4 The Family, EGH
- 3.5 Getting Along With Parents, EBF
- 3.6 Ready for Dating, SVE
- 3.7 Getting A Date, SVE
- 3.8 What To Do On A Date, SVE
- 3.9 How Do You Know It's Love, SVE
- 3.10 What About Going Steady, SVE
- 3.11 When You're In Love, SVE
- 3.12 Looking Ahead To Marriage, SVE

4.0 FILMS

- 4.1 Your Body During Adolescence, McG
- 4.2 Who Is Sylvia, NFBC
- 4.3 From Generation to Generation, McG
- 4.4 Boy to Man, WSH
- 4.5 Early Marriage, CF
- 4.6 Human Reproduction, WSH
- 4.7 As Boys Grow, WSH
- 4.8 Human Growth, WSH
- 4.9 The Teens, NFBC
- 4.10 Who Should Decide, Coronet
- 4.11 Especially for Fathers, UC
- 4.12 Four Families, McG
- 4.13 How Much Affection, McG
- 4.14 Biography of the Unborn, WSH
- 4.15 Human Body: The Reproductive System, Coronet
- 4.16 Is This Love, McG
- 4.17 Normal Birth, WSH
- 4.18 Social Sex Attitudes in Adolescence, WSH
- 4.19 You're Growing Up, Davis
- 4.20 When Should I Marry, McG
- 4.21 Patterns of Reproduction, McG
- 4.22 Preface to a Life, Coronet
- 4.23 You and Your Parents, Coronet
- 4.24 Going Steady?, Coronet
- 4.25 Sex Cells, McG
- 4.26 Story of Menstruation, KC

- 4.27 Molly Grows Up, WSH
 - 4.28 Date Etiquette, Coronet
 - 4.29 What To Do On A Date, Coronet
 - 4.30 More Dates for Kay, Coronet
 - 4.31 And Now Miguel, UWF
 - 4.32 (Personality Development Series), EBF
 - 4.34 Parents Are People Too, McG
 - 4.35 Early Social Behavior, EBF
 - 4.36 Roots of Happiness, WSH
 - 4.37 How To Say No, Coronet
 - 4.38 Who's Boss, McG
 - 4.39 Who's Right, McG
 - 4.43 Endocrine Glands, McG
 - 4.44 What About Teen-Age Marriages, WSU
 - 4.47 It's Wonderful Being A Girl, WSH
 - 4.48 Our Changing Family Life, McG
 - 4.49 Children's Fantasies, McG
 - 4.50 Children's Emotions, McG
 - 4.51 Psychological Differences Between the Sexes, McG
 - 4.52 Engagement: Romance and Reality, McG
 - 4.53 Courtship and Marriage, McG
 - 4.54 In Time of Trouble, McG
 - 4.55 This Charming Couple, McG
 - 4.56 Phoebe--Story of Premarital Pregnancy, McG
 - 4.57 Jamie--The Story of a Sibling, McG
 - 4.58 David and Hazel, McG
 - 4.59 Suffer Little Children, Assoc
 - 4.60 Courtship, McG
 - 4.61 Wedding Day, McG
-
- 5.0 JOINT COMMITTEE ON HEALTH PROBLEMS IN EDUCATION, NATIONAL EDUCATION ASSOCIATION, NORTHWEST, WASHINGTON, D. C. (OR AMERICAN MEDICAL ASSOCIATION)
 - 5.1 Approaching Adulthood
 - 5.3 Facts Are Not Enough
 - 5.4 Finding Yourself
 - 5.5 Parent's Responsibility

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 The Story of a Sibling, McG
 and Hazel, McG
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COMMITTEE ON HEALTH PROBLEMS IN EDUCATION, NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH
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 Are Not Enough
 g Yourself
 s Responsibility

AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET

5.6 Your Family Health Record

6.0 TODAY'S HEALTH

- 6.1 Apgar, Virginia. "What Every Mother To Be Should Know"
- 6.2 Messer, A.A. "For Better But Not For Worse". April,
- 6.3 Smith, Beverly B. "Breast Feeding: Facts and Fallaci
- 6.4 Tyler, Edward T. "The Control of Unborn Life". July,
- 6.5 Masland, Richard L. "Tracking Down Causes of Birth De

7.0 MATERNITY CENTER ASSOCIATION, 48 EAST 92nd STREET, NEW

- 7.1 Birth Atlas
- 7.2 Shape and Structure of Breasts (chart)

NATIONAL COUNCIL ON FAMILY RELATIONS, 1219 UNIVERSITY A

- 7.4 (Publishes JOURNAL OF MARRIAGE AND THE FAMILY containi
materials and issues in the field of marriage and fami

LOUISIANA ASSOCIATION FOR MENTAL HEALTH, 1528 JACKSON A

- 7.5 Milestone to Maturity

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YO

- 9.1 Too Young To Marry
- 9.2 What Makes A Marriage Happy
- 9.3 What Is Marriage Counseling
- 9.4 If I Marry Outside My Religion
- 9.5 Why Can't You Have A Baby
- 9.6 The Modern Mother's Dilemma
- 9.7 Family Therapy--Help for Troubled Families
- 9.8 Saving Your Marriage
- 9.9 What You Can Do About Quarreling

MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

y Health Record

HEALTH

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erly B. "Breast Feeding: Facts and Fallacies". February, 1966
ard T. "The Control of Unborn Life". July, 1966
Richard L. "Tracking Down Causes of Birth Defects". August, 1966

CENTER ASSOCIATION, 48 EAST 92nd STREET, NEW YORK, NEW YORK 10028

as
Structure of Breasts (chart)

COUNCIL ON FAMILY RELATIONS, 1219 UNIVERSITY AVENUE S.E., MINNEAPOLIS, MINNESOTA 55414

s JOURNAL OF MARRIAGE AND THE FAMILY containing interpretations and analyses of
and issues in the field of marriage and family)

ASSOCIATION FOR MENTAL HEALTH, 1528 JACKSON AVENUE, NEW ORLEANS 13, LOUISIANA

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FAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

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Marriage Counseling
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n Mother's Dilemma
erapy--Help for Troubled Families
our Marriage
Can Do About Quarreling

- 9.10 So You Want To Adopt A Baby
- 9.11 You and Your Adopted Child
- 9.12 Your New Baby
- 9.13 Nine Months To Get Ready
- 9.14 Understanding Your Menopause
- 9.15 How To Discipline Your Children
- 9.16 How To Teach Your Child About Work
- 9.17 How To Tell Your Child About Sex
- 9.18 Sex and Society
- 9.19 Children and T.V.
- 9.20 Democracy Begins In The Home
- 9.21 The One-Parent Family
- 9.22 When You Lose A Loved One
- 9.23 Your Child's Sense of Responsibility
- 9.24 How To Help Your Handicapped Child
- 9.25 Your Child's Emotional Health
- 9.26 What Should Parents Expect From Children
- 9.27 The Unmarried Mother
- 9.28 How To Bring Up Your Child Without Prejudice
- 9.30 Young Adults and Their Parents
- 9.31 Will My Baby Be Born Normal
- 9.32 Back to the Woodshed
- 9.33 Making The Grade As Dad
- 9.34 Coming of Age: Problems of Teen-Agers
- 9.35 Divorce
- 9.36 So You Think It's Love
- 9.37 What You Should Know About Educational Testing
- 9.38 Understand Your Child From 6-12
- 9.39 Enjoy Your Child--Ages 1, 2, and 3
- 9.40 Three to Six--Your Child Starts To School
- 9.41 When Mental Illness Strikes Your Family
- 9.42 Toward Mental Health
- 9.43 Mental Health Is A Family Affair
- 9.44 Your New Baby
- 9.45 When A Family Faces Stress
- 9.46 Your Family's Health
- 9.47 Building Your Marriage
- 9.48 Breastfeeding

10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE, CHICAGO, ILLINOIS

- 10.1 A Guide To Family Living
- 10.2 How To Live With Parents
- 10.3 Getting Along With Brothers and Sisters
- 10.4 Helping Children Understand Sex
- 10.5 Understanding the Other Sex
- 10.6 Becoming Men and Women
- 10.7 Dating Tips For Teens
- 10.8 Looking Ahead To Marriage
- 10.9 Understanding Sex
- 10.10 A Guide To Successful Fatherhood
- 10.11 How To Live With Children
- 10.12 Fears of Children
- 10.13 How Children Grow and Develop
- 10.14 Guiding Children's Social Growth
- 10.15 A Guide To Better Discipline
- 10.16 Helping Boys and Girls Understand Their Sex Roles
- 10.17 When Children Start Dating
- 10.18 When Children Face Crises
- 10.19 Why Children Misbehave
- 10.20 Let's Listen To Youth
- 10.21 Helping Children Solve Problems
- 10.22 Helping Children Get Along In School
- 10.23 Your Children and The People Around Him

11.0 THE NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND S

- 11.1 Be Good To Your Baby Before It Is Born
- 11.2 Birth Defects
- 11.3 The First Nine Months of Life
- 11.4 With Best Wishes For A Happy Birth Day

THE FAMILY SOCIETY OF SEATTLE, 200 MEDICAL ARTS BUILDING,

- 11.5 A Brief Guide To The Services of The Family Society

RESEARCH ASSOCIATES, 259 EAST ERIE, CHICAGO, ILLINOIS 60611

Family Living
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Your Baby Before It Is Born
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Nine Months of Life
Wishes For A Happy Birth Day

SOCIETY OF SEATTLE, 200 MEDICAL ARTS BUILDING, SECOND AND SENECA, SEATTLE, WASHINGTON

ide To The Services of The Family Society

AMERICAN SOCIAL HEALTH ASSOCIATION, 1790 BROADWAY, NEW YORK, NE

- 11.6 A Critical Look At Family Life Education (teacher reference--fr
- 11.7 About Family Life Education (teacher reference--free)
- 11.9 That Dear Octopus, The Family
- 11.10 The Family Life Cycle((poster)
- 11.11 Family Life Concerns

11.8 PLANNED PARENTHOOD FEDERATION OF AMERICA, 515 MADISON AVENUE, N
(Send for publications list.)

SEX INFORMATION AND EDUCATION COUNCIL OF THE U.S., 1790 BROADWA

- 11.13 Sex Education (Discussion Guide #1) 50 cents
- 11.14 Homosexuality (Discussion Guide #2) 50 cents
- 11.15 Masturbation (Discussion Guide #3) 50 cents
- 11.16 Sex, Individual Freedom, and Social Responsibility (Newsletter,

12.0 TAMPAX INCORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STR

- 12.1 From Fiction to Fact
- 12.2 Reprints: The Doctor Talks About Menstruation
It's Natural, It's Normal
Responses to Talks on Menstrual Health
Swimming During the Menstrual Period
Tampons As Menstrual Guards
Vaginal Tampons for Menstrual Hygiene
The Doctor Talks About Menopause

DIRECTOR OF EDUCATION, PERSONAL PRODUCTS COMPANY, MILLTOWN, NEW

- 12.3 A Teaching Guide For Menstrual Hygiene (teacher reference)
- 12.4 Growing Up and Liking It

SOCIAL HEALTH ASSOCIATION, 1790 BROADWAY, NEW YORK, NEW YORK 10019

Look At Family Life Education (teacher reference--free)
Family Life Education (teacher reference--free)
Octopus, The Family
Life Cycle((poster)
e Concerns

PARENTHOOD FEDERATION OF AMERICA, 515 MADISON AVENUE, NEW YORK, NEW YORK 10022
publications list.)

INFORMATION AND EDUCATION COUNCIL OF THE U.S., 1790 BROADWAY, NEW YORK, NEW YORK 10019

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on (Discussion Guide #3) 50 cents
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CORPORATED, EDUCATIONAL DEPARTMENT, 161 EAST 42nd STREET, NEW YORK, NEW YORK

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It's Natural, It's Normal
Responses to Talks on Menstrual Health
Swimming During the Menstrual Period
Tampons As Menstrual Guards
Vaginal Tampons for Menstrual Hygiene
The Doctor Talks About Menopause

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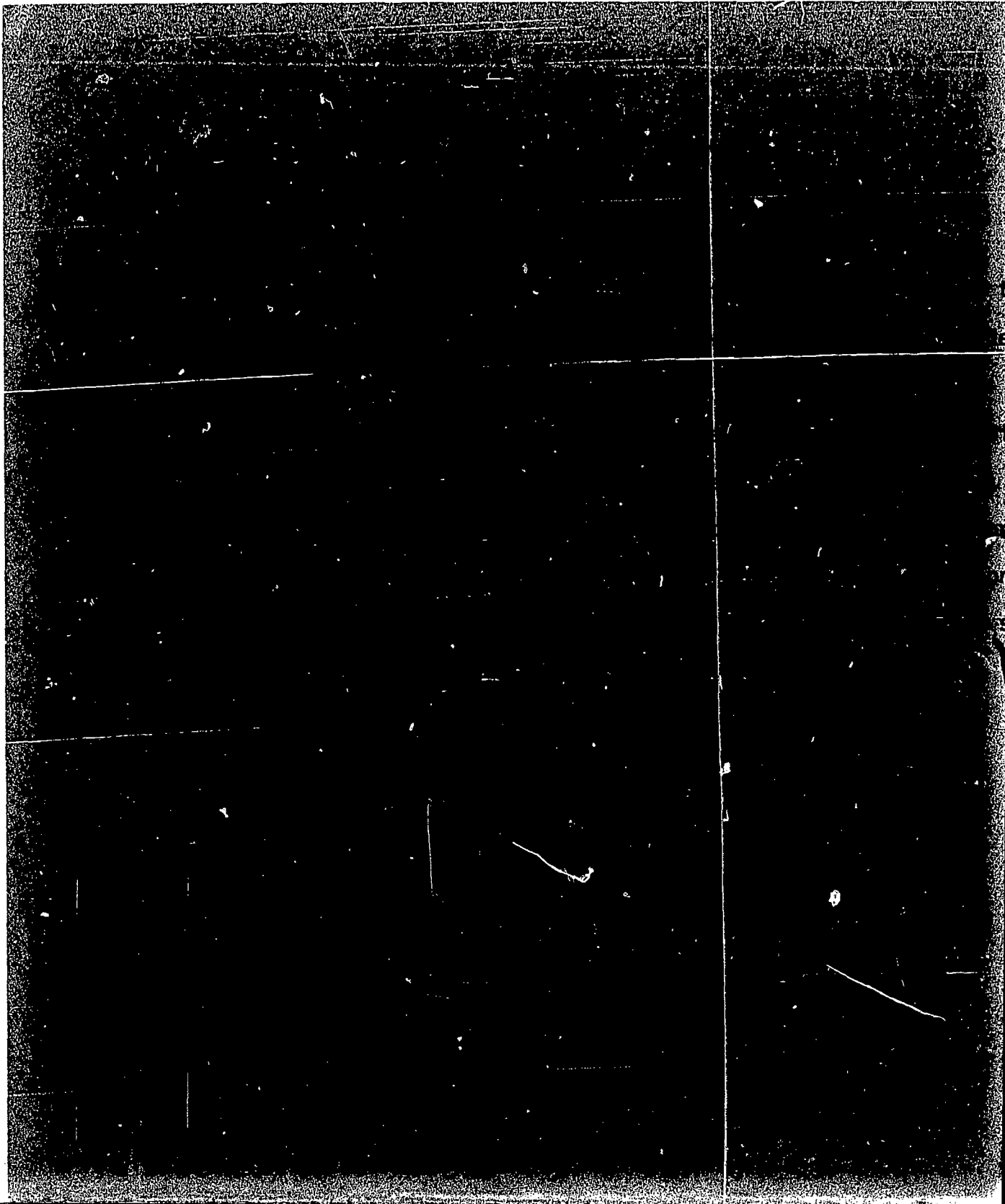
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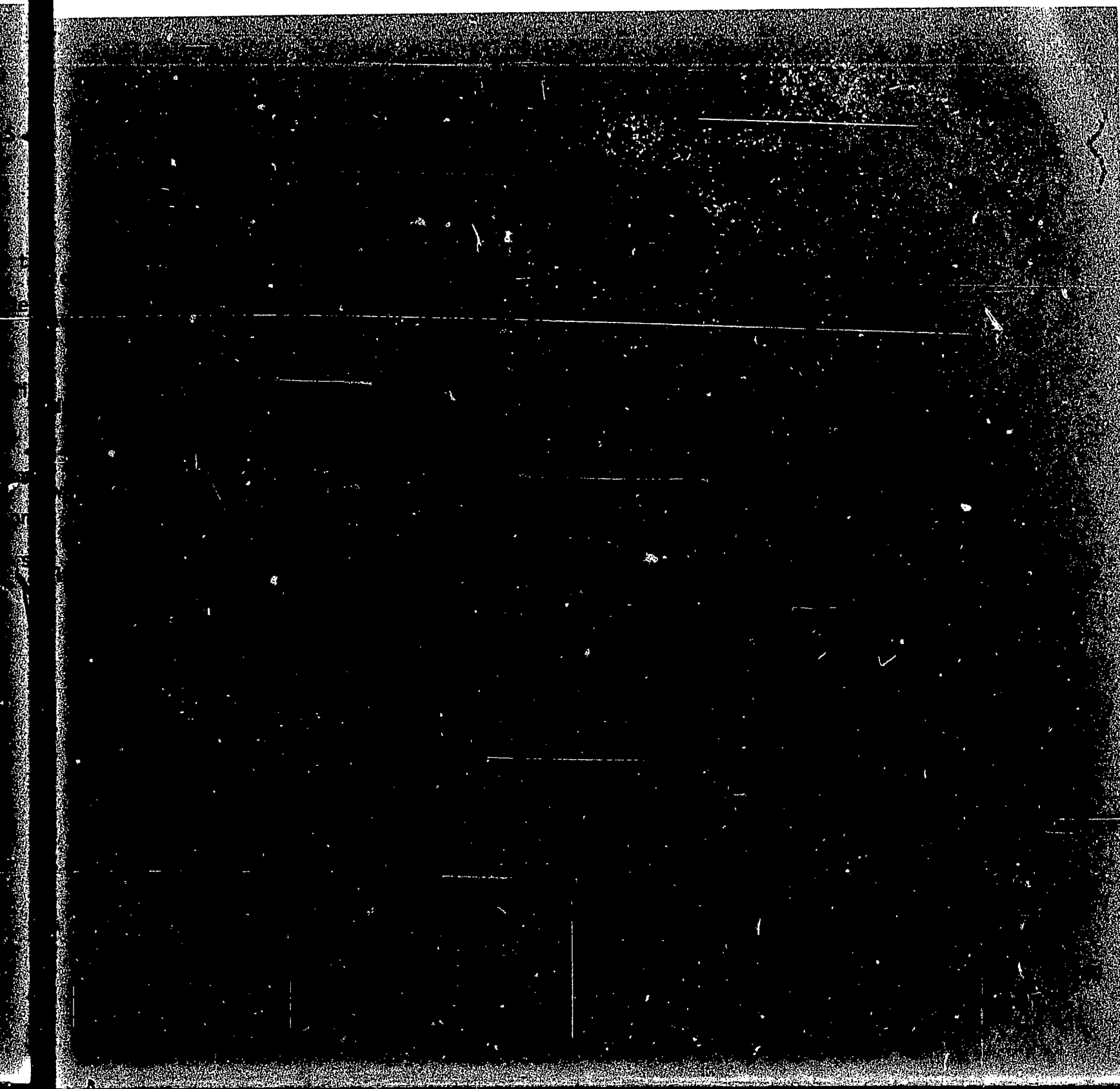
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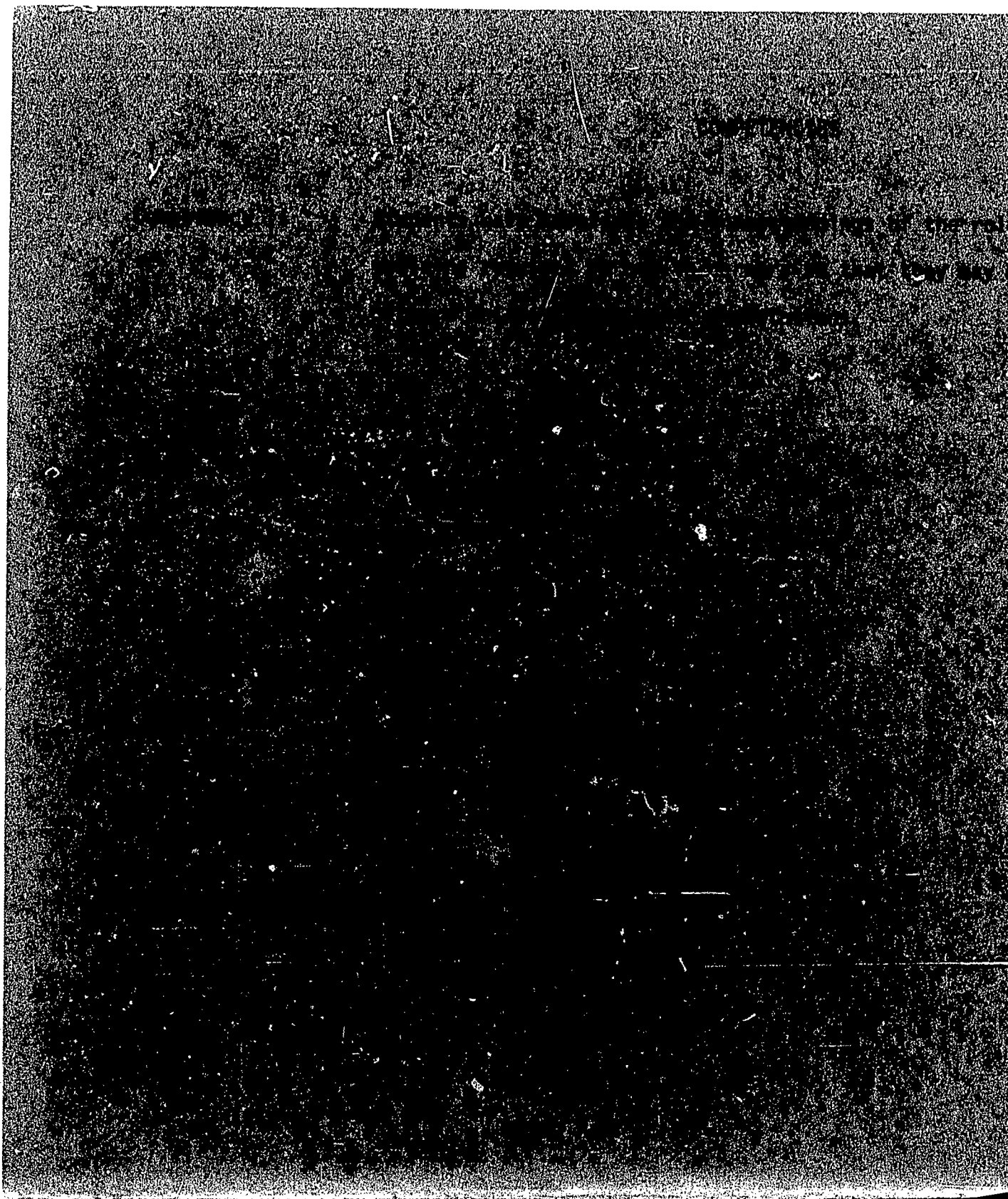
- 12.5 A Practical Guide For Teaching Menstrual Hygiene (teacher reference)
- 12.6 Very Personally Yours
- 12.7 Menstrual Physiology Chart

AUDIO ARTS, 2828 S.W. FRONT AVENUE, PORTLAND, OREGON 97201

- 12.8 Worth Waiting For (a series of tapes on sex attitudes)







COMPETENCY 1: Select health careers to satisfy their expectations.

CONCEPTS	SAMPLE LEARNING EXPERIENCES
<p>Unique and important roles are played by individuals in a variety of health professions and occupations.</p>	<p>Identify health careers in television programs on health (resident physician, orderly, dietitian). Discuss what each does and how they relate to the others. Investigate if the program gives a picture of each career.</p> <p>Organize field trips to interview individuals in various professions and occupations; report back to class. (Through class discussion, develop questions and things to look for on the field trip.)</p> <p>Develop bulletin boards on various careers and health careers.</p> <p>Develop show-case displays of health careers for Career Day or for National Career Week.</p> <p>Investigate types of health careers that will be needed in the future (space, electronics, artificial intelligence).</p> <p>Discuss the partnership of individuals in health careers. (See Consumer Health Unit)</p>

Select health careers to satisfy their expectations.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
ant roles ividuals ealth pro- pations.	Identify health careers in television programs related to health (resident physician, orderly, dietician, lab technician). Discuss what each does and how each relates to the others. Investigate if the program gives a true picture of each career.	1.16 1.18 2.1 4.1 4.2 4.3	4.5 4.6 4.7 7.0 8.1 8.2
	Organize field trips to interview individuals in various professions and occupations; report back to class. (Through class discussion, develop questions to be asked and things to look for on the field trip.)	7.0	
	Develop bulletin boards on various careers or groups of careers.	1.16 2.1	6.0 7.0
	Develop show-case displays of health careers for School Career Day or for National Career Week.	1.16 2.1	4.2
	Investigate types of health careers that will be needed in the future (space, electronics, artificial organs, etc.)	1.15 6.0	
	Discuss the partnership of individuals in health careers.	2.1	
	(See Consumer Health Unit)		

	SAMPLE LEARNING EXPERIENCES.	RESOURCES
may be able to	<p>Discuss:</p> <ol style="list-style-type: none"> 1. How do you feel if you have really helped someone, directly or indirectly? 2. How important are your feelings in relation to a choice of a health career? 3. How does this relate to mental health? 4. How might health careers satisfy man's search for success, recognition, identity, etc? <p>Ask librarians to suggest books on biographies of men and women who have contributed to the health fields.</p> <p>(See Mental Health Unit)</p>	<p>1.17 2.1 6.0</p> <p>1.2 3.1 1.14 6.1</p>
ally as ly is nec- occupations	<p>List health careers; each student select one which appeals to him the most. Write a research paper on personal qualifications, training needed, opportunities, advantages and disadvantages for the selected careers.</p>	<p>1.1 1.17 1.2 1.18 1.3 1.19 1.4 2.1 1.5 4.1 1.6 4.2 1.7 4.4 1.12 4.5 1.13 7.0 1.16 8.2</p>

CONCEPTS	SAMPLE LEARNING EXPERIENCES
	<p>Analyze your personal likes, dislikes, interests and abilities and junior and/or senior high school graduation in light of the information you found for career selection. (Teacher: Show how liking people relates to nursing, liking to work with lab technician, liking to work with materials librarian.)</p> <p>Discuss what you liked about a certain doctor, dentist, nurse, dental assistant, medical recordist. (In discussion bring out how job and personal interests relate.)</p> <p>Develop a bulletin board showing relationship between interests and certain careers.</p> <p>Develop criteria for selection of a school for training of your chosen health career. (Value of program, where to secure information, etc.)</p> <p>Develop a bulletin board or hall display on steps in planning a career.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Analyze your personal likes, dislikes, interests, values and abilities and junior and/or senior high school preparation in light of the information you found about your career selection. (Teacher: Show how liking to work with people relates to nursing, liking to work with exactness, lab technician, liking to work with materials, medical librarian.)</p> <p>Discuss what you liked about a certain doctor, dentist, nurse, dental assistant, medical receptionist. (In discussion bring out how job and personality relate.)</p> <p>Develop a bulletin board showing relationship of certain interests and certain careers.</p> <p>Develop criteria for selection of a school for the training of your chosen health career. (Value of accredited program, where to secure information, etc.)</p> <p>Develop a bulletin board or hall display on steps to take in planning a career.</p>	<p>1.8 1.9 1.10 1.11 2.1</p> <p>1.8 1.9 1.10 2.1 1.16 2.1</p> <p>8.1</p> <p>1.11 2.1 8.2</p>

HEALTH CAREER RESOURCES

(Preview all films; Review all materials)

1.0 BOOKS

- 1.1 Coy, Harold. DOCTORS AND WHAT THEY DO. Watts, 1956
- 1.2 Shippen, Katherine. MEN OF MEDICINE. Viking Press, 1957
- 1.3 Greene, Carla. DOCTORS AND NURSES; WHAT DO THEY DO? Harper and Row
- 1.4 Deming, Dorothy. CAREERS FOR NURSES. McGraw-Hill, 1952
- 1.5 Paul, Grace. YOUR FUTURE IN MEDICAL TECHNOLOGY. Rosen, 1962
- 1.6 Dodge, Bertha S. THE STORY OF NURSING. Little, Brown and Co., 1954
- 1.7 Nourse, Alan E. and Halliday, Eleanor. SO YOU WANT TO BE A NURSE.
- 1.8 Fedder, Ruth. A GIRL GROWS UP. McGraw-Hill, 1957 (pp. 202-26)
- 1.9 Fedder, Ruth. YOU, THE PERSON YOU WANT TO BE. McGraw-Hill, 1957 (p
- 1.10 Landis, T. J. TEEN-AGERS' GUIDE FOR LIVING. Prentice-Hall, 1957 (p
- 1.11 Kitson, Harry Dexter. I FIND MY VOCATION. McGraw-Hill, 1954
- 1.12 Neal, Harry Edward. DISEASE DETECTIVES. Messner, 1959
- 1.13 Starrett, Robert S. FIND A CAREER IN MEDICINE. Putnam, 1960
- 1.14 Wright, Helen and Rapport, Samuel. GREAT ADVENTURES IN NURSING. Ha
- 1.15 Paradis, Adrian A. YOU AND THE NEXT DECADE. McKay, 1965
- 1.16 Wilkinson, Edward C. (ed.) SEXTANT SERIES FOR EXPLORING YOUR FUTURE
Wisconsin: American Liberty Press, 1961
- 1.17 Burke, Betsy and Paradis, A.A. THE LIFE YOU SAVE. McKay, 1962
- 1.18 Starrett, Robert S. FIND A CAREER IN MEDICINE. Putnam, 1960 (grade
- 1.19 Ferrari, Erma P. CAREERS FOR YOU. Abingdon, 1954

2.0 SUPERINTENDENT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFIC

- 2.1 Health Careers Guidebook (an excellent overall resource)

3.0 FILMSTRIPS

- 3.1 Great Names in Biology, EBF

HEALTH CAREER RESOURCES

(Preview all films; Review all materials)

- DOCTORS AND WHAT THEY DO. Watts, 1956
- Merine. MEN OF MEDICINE. Viking Press, 1957
- S. DOCTORS AND NURSES; WHAT DO THEY DO? Harper and Row, 1963 (for primary grades)
- thy. CAREERS FOR NURSES. McGraw-Hill, 1952
- YOUR FUTURE IN MEDICAL TECHNOLOGY. Rosen, 1962
- S. THE STORY OF NURSING. Little, Brown and Co., 1954
- E. and Halliday, Eleanor. SO YOU WANT TO BE A NURSE. Harper and Row, 1961
- A GIRL GROWS UP. McGraw-Hill, 1957 (pp. 202-26)
- YOU, THE PERSON YOU WANT TO BE. McGraw-Hill, 1957 (pp. 178-200)
- TEEN-AGERS' GUIDE FOR LIVING. Prentice-Hall, 1957 (pp. 183-200)
- Dexter. I FIND MY VOCATION. McGraw-Hill, 1954
- Edward. DISEASE DETECTIVES. Messner, 1959
- bert S. FIND A CAREER IN MEDICINE. Putnam, 1960
- h and Rapport, Samuel. GREAT ADVENTURES IN NURSING. Harper and Row, 1960
- ian A. YOU AND THE NEXT DECADE. McKay, 1965
- ward C. (ed.) SEXTANT SERIES FOR EXPLORING YOUR FUTURE IN HOSPITALS. Milwaukee, American Liberty Press, 1961
- and Paradis, A.A. THE LIFE YOU SAVE. McKay, 1962
- bert S. FIND A CAREER IN MEDICINE. Putnam, 1960 (grades 6-9)
- a P. CAREERS FOR YOU. Abingdon, 1954

NT OF DOCUMENTS, UNITED STATES GOVERNMENT PRINTING OFFICE, WASHINGTON, D. C. 20402

rs Guidebook (an excellent overall resource).

in Biology, EBF

4.0 FILMS

- 4.1 Helping Hands for Julie, WSH
- 4.2 Health Careers, WSH
- 4.3 Doctor, CWSC
- 4.4 Engineering Your Health, WSH
- 4.5 Challenge To Serve, WSH
- 4.6 A Career In Bacteriology, Assoc
- 4.7 Career: Medical Technologist, Assoc

6.0 TODAY'S HEALTH

"Can You Identify These Specialists?" January, 1963
Conley, Veronica Lucey. "R.N.-- Those Magic Initials." December, 1962
Donohue, Stephen. "What Is A Dermatologist?" September, 1962
Donohue, Stephen. "What Is An Internist?" April, 1963
Carner, Charles. "Maybe He Can Become A Doctor." May, 1966
Earle, Howard. "Recruiting Tomorrow's Doctors Today." November, 1962
Fay, Marion. "Why So Few Women Doctors?" June, 1963
Earl, Howard G. "Your Next Nurse May Be A Man." February, 1963
Gilbert, Philip. "They Help Rebuild Lives." July, 1962
Hamilton, T. Stewart. "Modern Medicine Requires Qualified Nurses." November, 1962
Hendrickson, Robert M. "Doctor At the Drawing Board." May, 1960
Higdon, Hal. "He's Just A Country Doctor." March, 1960
Moss, John. "Lady Doctor's First Assignment: Africa." December, 1962
Orphan, Dennis. "Country Doctor, Navaho Style." February, 1961
Orphan, Dennis. "A Doctor In The Making." October, 1961
Orphan, Dennis. "A Dream Comes True: He's A Doctor." December, 1961
Orphan, Dennis. "He's Becoming A Children's Doctor." February, 1962
Orphan, Dennis. "He Enjoys Being A Small Town Doctor." March, 1962
Orphan, Dennis. "His Goal: To Better Serve Mankind." November, 1962
Orphan, Dennis. "The Life of An Intern On His Way-- To Relief." January, 1962
Orphan, Dennis. "Meet A Prison Doctor." December, 1960
Randal, Judith. "Medicine's Unsung Researchers: The Veterinarians." November, 1960
Roberts, Nancy. "He's A Country Doctor." October, 1960
Scott, Ruth B. "Training A Practical Nurse." May, 1962
Terry, Luther L. "What Is A Public Health Physician?" May, 1962
Tinker, Frank A. "The Papagos Become Candy Stripers." October, 1962
Wagner, Melinda. "Psychiatrist At The Drawing Board." August, 1962

Hands for Julie, WSH
Careers, WSH
CWSC
Bring Your Health, WSH
Age To Serve, WSH
In Bacteriology, Assoc
Medical Technologist, Assoc

HEALTH

"Identify These Specialists?" January, 1963
Veronica Lucey. "R.N.-- Those Magic Initials." December, 1960
Stephen. "What Is A Dermatologist?" September, 1962
Stephen. "What Is An Internist?" April, 1963
Charles. "Maybe He Can Become A Doctor." May, 1966
Howard. "Recruiting Tomorrow's Doctors Today." November, 1963
Orion. "Why So Few Women Doctors?" June, 1963
Howard G. "Your Next Nurse May Be A Man." February, 1966
Philip. "They Help Rebuild Lives." July, 1962
n, T. Stewart. "Modern Medicine Requires Qualified Nurses." August, 1963
kson, Robert M. "Doctor At the Drawing Board." May, 1961
Hal. "He's Just A Country Doctor." March, 1960
ohn. "Lady Doctor's First Assignment: Africa." December, 1960
Dennis. "Country Doctor, Navaho Style." February, 1960
Dennis. "A Doctor In The Making." October, 1961
Dennis. "A Dream Comes True: He's A Doctor." December, 1961
Dennis. "He's Becoming A Children's Doctor." February, 1962
Dennis. "He Enjoys Being A Small Town Doctor." March, 1962
Dennis. "His Goal: To Better Serve Mankind." November, 1961
Dennis. "The Life of An Intern On His Way-- To Relieve Suffering-- To Conquer Disease."
y, 1962
Dennis. "Meet A Prison Doctor." December, 1960
Judith. "Medicine's Unsung Researchers: The Veterinarians." October, 1962
Nancy. "He's A Country Doctor." October, 1960
Ruth B. "Training A Practical Nurse." May, 1962
Luther L. "What Is A Public Health Physician?" May, 1963
Frank A. "The Papagos Become Candy Stripers." October, 1962
Melinda. "Psychiatrist At The Drawing Board." August, 1963

6.1 TODAY'S HEALTH

"Apostle of Antisepsis." Decmeber, 1962 (Ignaz Semmelweis)
"Barber of the Battlefield." November, 1963 (Ambroise Pare)
"The Beginnings of Brain Surgery." January, 1961
"The Birth of Modern Pathology." June, 1961 (Rudolf Virchow)
"A Breaker of Chains." July, 1962 (Philippe Pinel and mental institutions)
"Calling A Halt to Rabies." January, 1963 (Louis Pasteur)
"A Champion for the Witch." April, 1963 (Henry Cornelius Agrippa)
"A Cow, A Dairymaid, And A Doctor." June, 1962 (Edward Jenner)
"The Deadliest Mosquito." March, 1961 (Charles Laveran and malaria)
"Doctor Koch and the Boiled Potato." December, 1963 (Robert Koch)
"Dr. Lind and the Lemon." December, 1960 (James Lind and scurvy)

7.0 FOR SPECIFIC CAREER INFORMATION WRITE TO:

Washington State Hospital Education and Research Foundation
601 Broadway
Seattle, Washington 98122 (all hospital careers)

American College Hospital Administrators
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

National Health Council
1790 Broadway
New York, New York 10019

American Dental Association (dentists and specialties)
Council on Dental Education
222 East Superior Street
Chicago, Illinois 60611

National Association of Dental Laboratories (dental laboratory technician)
734 - 15th Street N.W.
Washington, D. C. 20006

American Dental Hygienists Association (dental hygienists)
100 East Ohio Street
Chicago, Illinois 60611

American Dietetic Association (dietitian, nutritionist, food service supervisor, food service
620 North Michigan Avenue clerical worker, and food service workers)
Chicago, Illinois 60611

Health Economics Branch (home economists)
Division of Community Health Services
Bureau of State Services
Department of Health, Education, and Welfare
Washington, D. C. 20201

American Industrial Hygiene Association (industrial hygienist)
14125 Prevost Street
Detroit, Michigan 48227

Conference on Radiological Health (radiological health specialists and technicians)
1901 Chapman Avenue
Rockville, Maryland 20850

Guild of Prescription Opticians of America Inc. (optician)
494 Broad Street
Newark, New Jersey 07102

American Optometric Association (optometrist)
7000 Chippewa Street
St. Louis, Missouri

American Association of Medical Assistants (medical secretary, medical assistant)
510 North Dearborn Street
Chicago, Illinois 60610

Clover Park Education Center, Vocational Technical Division (certified medical laboratory assistant,
4500 Steilacoom Boulevard S.W. practical nursing)
Lakewood Center, Washington 98499

Edison Technical School, Dental Assisting Department (dent
Broadway and East Pine
Seattle, Washington

Office of Admissions (dental assistant, medical record te
Spokane Community College
East 3403 Mission Avenue
Spokane, Washington 99202

American Osteopathic Association (doctor of osteopathy)
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical Association (pharmacist)
2215 Constitution Avenue N.W.
Washington, D. C. 20037

American Podiatry Association (podiatrist)
3301 - 16th Street N.W.
Washington, D. C. 20010

American Psychological Association (clinical psychologist,
1200 - 17th Street N.W. psychologist, and psych
Washington, D. C. 20003

National Commission for Social Work Careers (medical socia
345 East 46th Street
New York, New York 10017

Association of Medical Illustrators (medical illustrator)
University of Nebraska College of Medicine
42nd and Dewey Avenue
Omaha, Nebraska 68105

National Center of Health Statistics (public health statis
United States Public Health Service
Department of Health, Education, and Welfare
Washington, D. C. 20204

Medical Library Association (hospital librarian, medical
919 North Michigan Avenue
Chicago, Illinois 60611

Technical School, Dental Assisting Department (dental assistant)
and East Pine
Washington

of Admissions (dental assistant, medical record technician, practical nursing, nursing aids)
Community College
03 Mission Avenue
Washington 99202

h Osteopathic Association (doctor of osteopathy)
c Ohio Street
s Illinois 60611

h Pharmaceutical Association (pharmacist)
nstitution Avenue N.W.
ton, D. C. 20037

h Podiatry Association (podiatrist)
16th Street N.W.
ton, D. C. 20010

h Psychological Association (clinical psychologist, counseling psychologist, social
17th Street N.W. psychologist, and psychometrist)
ton, D. C. 20003

Commission for Social Work Careers (medical social worker, psychiatric social worker)
t 46th Street
k, New York 10017

tion of Medical Illustrators (medical illustrator)
ity of Nebraska College of Medicine
d Dewey Avenue
Nebraska 68105

Center of Health Statistics (public health statistician, statistical clerk)
States Public Health Service
ent of Health, Education, and Welfare
ton, D. C. 20204

Library Association (hospital librarian, medical librarian)
th Michigan Avenue
is 60611

Medical Engineering and Electronics (medical engineering, computer personnel, technicians)
2 East 63rd Street
New York, New York 10016

American Society of Safety Engineer (safety engineer)
5 North Wabash Avenue
Chicago, Illinois 60603

Institute of Food Technologists (food technologist)
176 West Adams Street
Chicago, Illinois 60603

Personnel Office (food and drug inspector and analyst)
Food and Drug Administration
United States Department of Health, Education, and Welfare
Washington, D. C. 20204

Society of Public Health Educators (public health educator)
81 Hillside Road
Rye, New York 10580

United States Civil Service Commission (health information and communication)
Washington, D. C. 20415

Board of Certified Laboratory Assistants of the American Society of Clinical Pathologists (medical technician, blood bank, health technologist, etc.)
9500 South California Avenue
Evergreen Park, Illinois 60642

National League for Nursing (professional nurse, practical nurse, and nursing committee on careers)
10 Columbus Circle
New York, New York 10019

National Council for Homemakers Services
1790 Broadway
New York, New York 10019

American Occupational Therapy Association (occupational therapy and occupational therapist)
250 West 57th Street
New York, New York 10019

nd Electronics (medical engineering, computer personnel, medical engineering technicians)

0016

afety Engineer (safety engineer)

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hnologists (food technologist)

603

d and drug inspector and analyst)

tration

ent of Health, Education, and Welfare

204

lth Educators (public health educator)

ervice Commission (health information and communications)

415

laboratory Assistants of the American (medical technologists, cytotechnologist,
Pathologist blood bank, histologic, nuclear medical
Avenue technologist, certified laboratory assistant)
hois 60642

Nursing (professional nurse, practical nurse, and specialties)

0019

Homemakers Services

0019

Therapy Association (occupational therapy and occupational therapy assistant)

0019

American Orthotics and Prosthetics Association (prosthetist, orthotist)
919 - 18th Street N.W., Suite 130
Washington, D. C. 20006

American Sociological Association (sociologist)
1755 Massachusetts Avenue N.W.
Washington, D. C. 20036

Association for Physical and Mental Rehabilitation (corrective therapist)
105 Saint Laurence Street
Rehobath Beach, Delaware 19971

American Association for Rehabilitation Therapy
Veterans' Administration Hospital
Hines, Illinois 60141

American Speech and Hearing Association (speech pathologists, radiologists)
1001 Connecticut Avenue N.W.
Washington, D. C. 20036

American Veterinary Medical Association (veterinarian)
600 South Michigan Avenue
Chicago, Illinois 60605

American Dental Assistants' Association (dental assistant)
410 First National Bank Building
LaPorte, Indiana 46350

National Association of Science Writers (health information specialists, science writers)
73 Carlton Avenue, Apt. 18A
Port Washington, New York 11050

American Medical Association (physicians and specialties)
535 North Dearborn Street
Chicago, Illinois 60610

American Physical Therapy Association
1790 Broadway
New York, New York 10019

American Association for Health, Physical Education and Recreation (school health educator)
1201 Sixteenth Street N.W.
Washington, D. C. 20036

United States Public Health Service (health research, laboratory technicians, laboratory helpers,
National Institutes of Health and secretaries)
Department of Health, Education,
and Welfare
Bethesda, Maryland 20014

Society of Technical Writers and Publishers (technical writers)
P. O. Box 3706
Beachwood Station
Columbus, Ohio 43214

Consulting Service on Recreation for the Ill and Handicapped
National Recreation Association
8 West 8th Street
New York, New York

National Association of Recreational Therapists (recreational therapists)
Eastern State Hospital
Vinita, Oklahoma 74301

The American Society of Radiologic Technologist (radiologic technologist)
537 South Main Street
Fond du Lac, Wisconsin 54935

American Home Economics Association (homenaking rehabilitation consultant)
1600 - 20th Street N.W.
Washington, D. C. 20009

Home and Family Life
Washington State Board for Vocational Education
P. O. Box 248
Olympia, Washington 98501

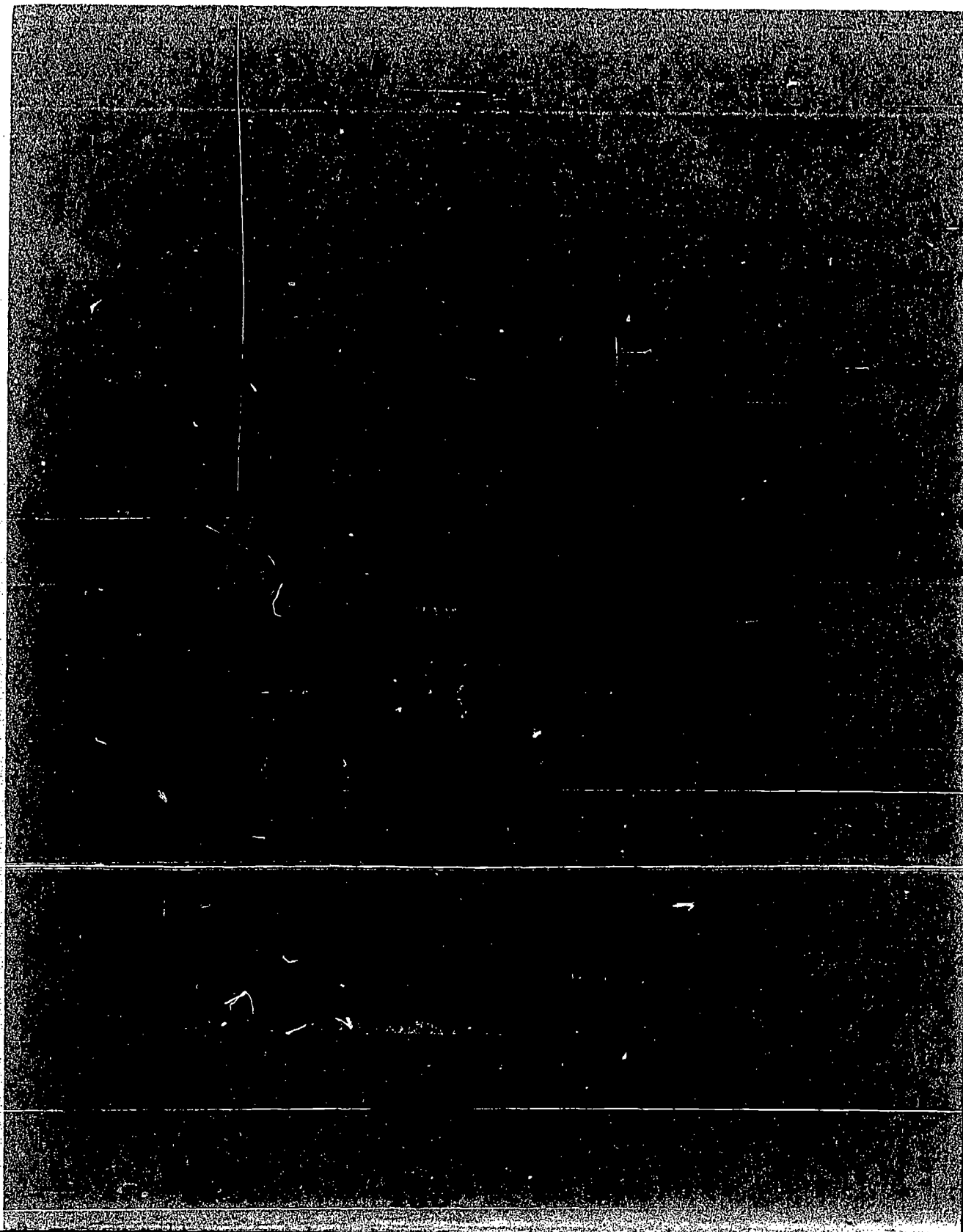
- 8.0 STATE BOARD FOR VOCATIONAL EDUCATION, P. O. BOX 248, OL
- 8.1 Lists of approved schools in various occupations. (prac
medical receptionist, medical records clerk, dental asst
certified medical laboratory assistant)
- 8.2 Occupational Trends in Health Care Industries. King Cou
Education in your school)

BOARD FOR VOCATIONAL EDUCATION, P. O. BOX 248, OLYMPIA, WASHINGTON 98501

of approved schools in various occupations. (practical nursing, medical assistant, receptionist, medical records clerk, dental assistant, x-ray technician, nursing aid, medical laboratory assistant)

ional Trends in Health Care Industries. King County 1965-1970 (See Director of Vocational Education in your school)





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COMPETENCY 1: Utilize the understanding of heredity and environment and to improve self.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Each individual is unique.	Stamp fingerprints and compare. Examine body hairs from different individuals to point out differences.
	List ways that adolescents begin assuming responsibility for shaping their environment.
	Analyze the myth that "somewhere in the world there is an exact double"--statistically or numerically.
	Observe similarities and differences of identical twins. Why do these similarities and differences exist?
	Use phenylthiocarbamide paper for taste test to determine inheritance of taster or non-taster characteristic.
Nucleic acid in the chromosomes of cells are the carriers of hereditary traits.	Discuss historical evidence that the chromosome is the basis of heredity. (Cell theory)
Sexual reproduction introduces greater variation in succeeding generations.	Observe plants which have been grown asexually from one parent and compare with a litter of animals born of different parents.
	Invite a nurseryman to speak on sexual and asexual reproduction in plants and results.

utilize the understanding of heredity and environment and their interrelationships to improve self.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>unique.</p> <p>List ways that adolescents begin assuming responsibility for shaping their environment.</p> <p>Analyze the myth that "somewhere in the world everyone has an exact double"--statistically or numerically.</p> <p>Observe similarities and differences of identical twins. Why do these similarities and differences occur?</p> <p>Use phenylthiocarbamide paper for taste test. Discuss inheritance of taster or non-taster characteristic.</p> <p>Discuss historical evidence that the chromosomes carry heredity. (Cell theory)</p> <p>Observe plants which have been grown asexually from one parent and compare with a litter of animals from two different parents.</p> <p>Invite a nurseryman to speak on sexual and asexual means of reproduction in plants and results.</p>	<p>Stamp fingerprints and compare. Examine by microscope hairs from different individuals to point up uniqueness.</p>	<p>For all of Competency I:</p> <p>1.1</p> <p>1.3</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.12</p> <p>1.14</p> <p>1.19</p> <p>3.1</p> <p>4.3</p> <p>4.4</p> <p>4.6</p> <p>4.11</p> <p>4.14</p> <p>4.18</p> <p>4.19</p> <p>4.20</p> <p>4.26</p> <p>4.30</p> <p>4.32</p> <p>4.33</p> <p>11.1</p> <p>11.5</p> <p>11.10</p> <p>12.6</p>

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SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Grow corn or beans varying light intensity, color and growth period to show environmental influences.</p> <p>Discuss the following as factors in the environment which affect individuals:</p> <ul style="list-style-type: none"> a. prenatal influence of drugs, smoking, poisons, radiation, etc. b. social influences such as family, economics, cultural traditions, etc. (i.e. stretching lip in primitive cultures) <p>Compare a pine tree grown in alpine environment with one grown in a temperate region.</p> <p>(See Drug Education, Smoking Education, Community Health and Family Health Units)</p> <p>Develop graphs to show how humans have become taller and larger as a result of better environment. (Discuss average height in orientals raised in the Orient and here.)</p> <p>Discuss how humans may change in the future, given certain environmental conditions.</p> <p>(Discuss role of mutation, differences between acquired and inherited characteristics and difficulty of distinguishing, causes of extinction of species in the past, characteristics of groups in certain environments, etc.)</p>	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Evidence regarding inherited traits and/or environmental influences must be constantly analyzed and evaluated.</p>	<p>Measure height of both parents and average student's height. Discuss why differences</p> <p>Describe historical error of Swiss people goiter was normal.</p> <p>Investigate inherited conditions which take influences to determine whether that condition detrimental, beneficial, etc.</p>

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
nd/or uences analyzed	<p>Measure height of both parents and average. Compare with student's height. Discuss why differences occur.</p> <p>Describe historical error of Swiss people assuming a goiter was normal.</p> <p>Investigate inherited conditions which take environmental influences to determine whether that condition is obvious, detrimental, beneficial, etc.</p>	

COMPETENCY 11: Understand genetic substances, their transmission, the impact of this information on living things.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Inherited traits are determined by arrangement of genes (DNA) in a definite number of chromosomes.</p> <p>The genetic material is kept constant by mitosis.</p> <p>Transmission of genes occurs through sex cells from each parent.</p> <p>Inheritance is regulated and follows basic laws.</p>	<p>Make chains using poppit beads illustrating and chromosome interchange.</p> <p>Construct a DNA molecule to use in classroom.</p> <p>Observe fruit fly chromosomes with microscope.</p> <p>Construct models of chromosomes or use flashcards to show what happens during mitosis.</p> <p>Diagram mitosis.</p> <p>Diagram meiosis.</p> <p>Observe living frog sperm, discuss genetic characteristics.</p> <p>Observe frog or chicken eggs and development.</p> <p>Visit fish hatchery during spawning season.</p> <p>Breed rats of definite heritage (albino and black) and plot characteristics of offspring through several generations. (Note: start at beginning of project throughout year.)</p>

and genetic substances, their transmission, the basic laws of heredity and effect of this information on living things.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
er- 2	<p>Make chains using poppit beads illustrating chromosomes and chromosome interchange.</p> <p>Construct a DNA molecule to use in classroom discussion.</p> <p>Observe fruit fly chromosomes with microscope.</p> <p>Construct models of chromosomes or use flannel board to show what happens during mitosis.</p> <p>Diagram mitosis.</p>	<p>For Competency II:</p> <p>1.3</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>1.10</p> <p>1.13</p> <p>4.1</p> <p>4.2</p> <p>4.10</p> <p>4.13</p> <p>4.18</p> <p>4.27</p> <p>4.28</p> <p>4.30</p>
curs ach	<p>Diagram meiosis.</p> <p>Observe living frog sperm, discuss genetic makeup.</p> <p>Observe frog or chicken eggs and development.</p> <p>Visit fish hatchery during spawning season.</p> <p>Breed rats of definite heritage (albino and black hooded) and plot characteristics of offspring through several generations. (Note: start at beginning of year and carry project throughout year.)</p>	<p>11.2</p> <p>11.6</p> <p>11.10</p> <p>12.3</p> <p>12.4</p> <p>12.5</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>The sex of individuals is controlled by special sex chromosomes.</p> <p>Traits are inherited with a predictable regularity (mono- and dihybrid crosses).</p> <p>Varying degrees of dominance are possible in some traits.</p>	<p>Use plants or fruit flies to duplicate dominance, segregation and independent assortment.</p> <p>Develop a bulletin board showing sex determination in rabbits. (Use colored yarn tails.)</p> <p>Collect myths about sex determination. (e.g., mother sleeps on her right side, the child is a boy.) (Show how present knowledge helps us understand these myths.)</p> <p>Refer to rat-breeding experiment about dominance.</p> <p>Flip coins or roll dice to illustrate probability.</p> <p>Discuss family characteristics. (e.g., freckles, blue eyes, extra digit, etc.)</p> <p>Use punnett square and algebraic method to determine genotype and phenotype in mono- or dihybrid crosses.</p> <p>Discuss incomplete dominance in four o'clocks, white cattle, etc. (Emphasize that these traits are not inherited through simple dominance.)</p>

(gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Individuals is special</p> <p>related with regularity and</p> <p>of dominance in some</p>	<p>Use plants or fruit flies to duplicate the laws of dominance, segregation and independent assortment.</p> <p>Develop a bulletin board showing several generations of rabbits. (Use colored yarn tails.)</p> <p>Collect myths about sex determination-- e.g., if the mother sleeps on her right side, the baby will be a boy. (Show how present knowledge helps us dispel these myths.)</p> <p>Refer to rat-breeding experiment above.</p> <p>Flip coins or roll dice to illustrate ratios.</p> <p>Discuss family characteristics. (red hair, white hair blaze, extra digit, etc.)</p> <p>Use punnett square and algebraic methods of determining genotype and phenotype in mono- or dihybrid crosses.</p> <p>Discuss incomplete dominance in four o'clocks, red and white cattle, etc. (Emphasize that most human traits are not inherited through simple dominance, i.e., skin color.)</p>	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Some characteristics are sex linked.</p> <p>Blood types are inherited and influence certain aspects of life.</p>	<p>Investigate pedigrees of hemophilia in the Royal</p> <p>Students who have a history of colorblindness or characteristics construct pedigrees of their own</p> <p>Observe charts for screening colorblindness.</p> <p>Discuss multiple factor in inheritance.</p> <p>Show antibody - antigen relationship (use a flan</p> <p>Type own blood. Include RH if possible. (Secur</p> <p>written permission.)</p> <p>Invite a resource person from a blood bank to sp</p> <p>blood type as a factor in transfusions.</p> <p>Have a doctor or nurse discuss the prenatal effe</p> <p>RH factor.</p> <p>(See Anatomy and Physiology Unit)</p>

SAMPLE LEARNING EXPERIENCES**RESOURCES**

Investigate pedigrees of hemophilia in the Royal family.

Students who have a history of colorblindness or other characteristics construct pedigrees of their own families.

Observe charts for screening colorblindness.

Discuss multiple factor in inheritance.

Show antibody - antigen relationship (use a flannel board).

Type own blood. Include RH if possible. (Secure parents' written permission.)

Invite a resource person from a blood bank to speak on blood type as a factor in transfusions.

Have a doctor or nurse discuss the prenatal effects of the RH factor.

(See Anatomy and Physiology Unit)

COMPETENCY III: Understand genetic and somatic variations and disorders and accept or eliminate these.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
A mutation is a permanent change in a gene.	<p>Expose fruit flies to radiation (see your local health department) and observe the next generation to see if any have occurred.</p> <p>Discuss how a mutation might affect an individual and emphasize that mutations may be beneficial as well as harmful.</p>
The causes of somatic disorders may be genetic or environmental.	<p>Discuss the different types of anemia (sickle cell anemia, iron deficiency, etc.) Emphasize that these diseases have the same symptoms, some are genetic and some environmental.</p> <p>Report on specific hereditary disorders and ways to help people with these disorders.</p>

and genetic and somatic variations and disorders and support actions to
or eliminate these.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
t	Expose fruit flies to radiation (see your local dentist) and observe the next generation to see if any mutations have occurred.	1.7 1.8 1.9 1.13
	Discuss how a mutation might affect an individual (empha- size that mutations may be beneficial as well as harmful).	4.25
s-	Discuss the different types of anemia (sickle cell, perni- cious, iron deficiency, etc.) Emphasize that although these diseases have the same symptoms, some are inherited and some environmental.	
	Report on specific hereditary disorders and what can be done to help people with these disorders.	

COMPETENCY IV: Make decisions based on the understanding of eugenics and

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Euthenics is the attempt to improve the human race through environmental regulation.	<p>Reconsider "Balance in Nature" concepts.</p> <p>Discuss World Health Organization projects and their results, e.g. preventing a major disease like malaria.</p> <p>Consider the condition of the world if:</p> <ol style="list-style-type: none"> 1. Several specific diseases were still present. 2. All diseases were abolished. <p>Consider the implications of the population explosion.</p>
Eugenics is an attempt to improve the human race through regulations of inherited characteristics.	<p>Discuss individual responsibility for personal and social progress.</p>

sions based on the understanding of eugenics and euthenics.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Reconsider "Balance in Nature" concepts.</p> <p>Discuss World Health Organization projects and evaluate their results, e.g. preventing a major disease like malaria.</p> <p>Consider the condition of the world if:</p> <ol style="list-style-type: none"> 1. Several specific diseases were still prevalent. 2. All diseases were abolished. <p>Consider the implications of the population explosion.</p> <p>Discuss individual responsibility for personal and social progress.</p>	<p>1.2 1.11 1.15 4.11 4.12 4.22</p>

COMPETENCY 1: Utilize the understanding of heredity and environment and to improve self.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Initial hereditary potential can be modified by the environment.</p> <p>Man is capable of favorably modifying his environment.</p> <p>Environmental changes bring about new problems of adaptation.</p>	<p>Discuss how an adverse intra-uterine environment is detrimental to an embryo or fetus (German measles, etc.).</p> <p>Write a paper on environmental hazards (diseases, etc.) which modify hereditary potential in a detrimental manner.</p> <p>Group reports on:</p> <ul style="list-style-type: none"> A. Effects of fluoridation on man's health B. Effects of modern food processing on man <p>Analyze the survival problems that might arise if disease organisms were introduced from space exploration; adaptations necessary by Eskimos when new diseases were introduced to them; jet travel and small pox, etc.)</p> <p>Discuss problems of air and water pollution and the necessity for adaptation in the future.</p> <p>(See Family Health, Disease, Safety Education, Health, Nutrition and Community Health Units)</p>

lize the understanding of heredity and environment and their interrelationships
improve self.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
tential e	Discuss how an adverse intra-uterine environment can be detrimental to an embryo or fetus (German measles, drugs, etc.). Write a paper on environmental hazards (disease, accidents, etc.) which modify hereditary potential in a detrimental manner.	1.4 1.12 1.14 1.17 1.18 1.19 1.20 1.21 1.26
orably ment.	Group reports on: A. Effects of fluoridation on man's health. B. Effects of modern food processing on man's health.	2.1 4.5 4.7 4.8 4.14
s bring adapta-	Analyze the survival problems that might arise if new disease organisms were introduced from space. (Discuss adaptations necessary by Eskimos when new diseases were introduced to them; jet travel and small pox contagion, etc.) Discuss problems of air and water pollution and possible necessity for adaptation in the future. (See Family Health, Disease, Safety Education, Dental Health, Nutrition and Community Health Units)	4.15 4.16 4.17 4.23 6.1 11.1 11.2

genetic substances, their transmission, the basic laws of heredity, and of this information on living things.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Review basic concepts covered in junior high.</p> <p>Use a flannel board demonstration of DNA replication.</p> <p>Discuss the relationship between DNA, genes and chromosomes.</p> <p>Discuss how genes determine the expression of specific traits.</p> <p>Demonstrate (using bacteria and viruses) the effect of viral DNA on bacterial structure.</p>	<p>1.3 1.17 1.18 1.19 1.20 1.21 4.4 4.7 4.13 4.15 4.23 4.34 11.3</p>

COMPETENCY III: Understand genetic and somatic variations and disorders, accept or eliminate these.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Mutations cause variations from expected development.</p> <p>Mutations may arise from many causes.</p> <p>Environment may produce beneficial or detrimental variations.</p>	<p>Investigate and discuss those mental and physical conditions which are direct results of mutations. Huntington's Chorea, diabetes, hemophilia.</p> <p>Selected students visit appropriate institutions, clinics to observe genetic disorders, their treatment, care, etc. and report findings to class for discussion.</p> <p>Determine what conditions must exist for a mutation to affect only one generation; to affect successive generations.</p> <p>Explore the possibilities of accidents, chemicals, drugs, radiation, etc. as major causes of mutations.</p> <p>Discuss prenatal, natal and postnatal environmental influences. (medical advancements for saving premature babies, RH factor, thalidomide)</p> <p>Determine individual and family problems which are the result of adverse environment such as malnutrition, crop failures in overpopulated areas, etc.</p> <p>Investigate the possibilities of environmental modification and/or treatment of inherited problems.</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Chromosome number variations may result in congenital abnormalities.</p> <p>Whether a mutation is beneficial or detrimental may depend on the environment.</p>	<p>Use flannel board to demonstrate chromosomal changes in Turner's and Klinefelter's syndromes and discuss possible causes.</p> <p>Discuss beneficial aspects of sickle-cell disease and its relationship to malaria.</p> <p>Trace allergies in families and determine whether they are environmentally caused or controlled.</p> <p>(See Family Health, Mental Health and</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ations al tal ron-	<p>Use flannel board to demonstrate chromosome variations in Turner's and Klinefelter's syndromes and in mongolism; discuss possible causes.</p> <p>Discuss beneficial aspects of sickle-cell anemia in its relationship to malaria.</p> <p>Trace allergies in families and determine which might be environmentally caused or controlled.</p> <p>(See Family Health, Mental Health and Drug Units)</p>	

COMPETENCY IV: Make decisions based on the understanding of eugenics

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Application of the principles of eugenics is a method for improvement of the human race.	<p>Investigate origin and history of eugenics.</p> <p>Investigate and discuss present day of eugenics.</p> <p>List some traits which would improve some characteristics which would be resulting offspring of a union of relatives; evaluate findings.</p> <p>Explain the possibilities of intelligence as it might affect racial improvement.</p> <p>Investigate genetic counseling services.</p> <p>List and discuss reasons why some couples do not have children.</p>
Human eugenics results in a variety of social issues.	<p>Review Hitler's original intention of improving the human race and discuss social implications and inaccuracies in his reasoning in light of heredity and environment.</p> <p>Review laws in the State of Washington regarding marriage of epileptics, mentally retarded, and specific problems. Evaluate in light of heredity.</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Application of the principles of eugenics develops the qualities of man to their highest degree through regulation of the environment.</p>	<p>Discuss artificial insemination and recent work with embryos as a means of racial improvement and the legal aspects.</p> <p>Discuss the question, "Should population be controlled? If so, how?"</p> <p>Set up criteria for the choice of personnel in the utilization of eugenics at the community level. List results if failure occurs. List benefits.</p> <p>Show how nutrition affects the offspring of man.</p> <p>Invite a sanitarian from your local health department to discuss the effects of sanitation and air pollution on the development of the individual.</p> <p>List and discuss ways in which medical care and medicine have increased the level of development of the increasing segment of the population.</p> <p>Show how stress and emotions have interfered with the progress of eugenics.</p> <p>Discuss how education can contribute to the improvement of the environment.</p> <p>(See Nutrition, Mental Health, Community Health, and Consumer Health Units)</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
inci- elops to through iron-	<p>Discuss artificial insemination and recent experimentation with embryos as a means of racial improvement; investigate the legal aspects.</p> <p>Discuss the question, "Should population be controlled?" If so, how?</p> <p>Set up criteria for the choice of personnel and methods in the utilization of eugenics at the community level. List results if failure occurs. List beneficial results.</p> <p>Show how nutrition affects the offspring from fetal life on.</p> <p>Invite a sanitarian from your local health department to discuss the effects of sanitation and air pollution on the development of the individual.</p> <p>List and discuss ways in which medical care and preventive medicine have increased the level of development of an increasing segment of the population.</p> <p>Show how stress and emotions have interfered with efficient progress of eugenics.</p> <p>Discuss how education can contribute to man improving his environment.</p> <p>(See Nutrition, Mental Health, Community Health, Disease and Consumer Health Units)</p>	<p>4.9</p> <p>4.24</p> <p>4.29</p> <p>12.5</p>

HEREDITY AND ENVIRONMENT RESOURCES

(Preview all films; Review all materials)

1.0 BOOKS

- 1.1 Bonner, David M. HEREDITY. Prentice-Hall, 1961
- 1.2 Asimov, Isaac. THE GENETIC CODE. Grossman, 1963
- 1.3 Hutchins, Carleen Maley. LIFE'S KEY--DNA. Coward-McCann
- 1.4 Ashley, Montague M.F. GENETIC MECHANISMS IN HUMAN DISEASE
- 1.5 Ashley, Montague M.F. MAN'S MOST DANGEROUS MYTH: THE FALL
- 1.6 Beauchamp, Wilbur L. et al. SCIENCE IS UNDERSTANDING. Sc
- 1.7 Kroeber, Elsbeth, et al. BIOLOGY. D. C. Heath and Co.,
- 1.8 Navarra, John G. et al. LIFE AND THE MOLECULE--THE BIOLOG
- 1.9 Otto, James et al. MODERN BIOLOGY. Holt Rinehart and Wir
- 1.10 MacCracken, Lelen D., et al. BASIC LIFE SCIENCE. Singer
- 1.11 Trump, Richard F. and Fagle, David L. DESIGN FOR LIFE. H
- 1.12 Fuller, John L. and Thompson, W. Robert. BEHAVIOR GENETIC
- 1.13 Levine, R.P. GENETICS. Holt, Rinehart and Winston, 1962
- 1.14 Scheinfeld, Amram. YOUR HEREDITY AND ENVIRONMENT. Lippin
- 1.15 Dunn, L.C., and Dobezhansky, Thomas. HEREDITY, RACE, AND
- 1.17 Winchester, A.M. GENETICS. Houghton, 1966
- 1.18 Dunn, L.C. HEREDITY AND EVOLUTION IN HUMAN POPULATIONS.
- 1.19 Ashley, Montague. HUMAN HEREDITY. World, 1964
- 1.20 Winchester, A.M. HEREDITY AND YOUR LIFE. Dover Publicati
- 1.21 Stern, Curt. PRINCIPLES OF HUMAN GENETICS. Freeman, 1960
- 1.22 Hsia, D.Y. INBORN ERRORS OF METABOLISM. Year Books Publ
- 1.23 Fishbein, Morris, M.D. (ed.) BIRTH DEFECTS. Lippincott,
- 1.25 Wallace, Bruce and Dobezhansky, Thomas. RADIATION, GENES,
- 1.26 Neel, James, Show, Margery W., Schull, William J. (ed.) G
DISEASE. 1965

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 Genetics and the Epidemiology of Chronic Diseases

HEREDITY AND ENVIRONMENT RESOURCES

(Preview all films; Review all materials)

David M. HEREDITY. Prentice-Hall, 1961
Jacob. THE GENETIC CODE. Grossman, 1963
Marleen Maley. LIFE'S KEY--DNA. Coward-McCann, 1961
M. F. Tague. GENETIC MECHANISMS IN HUMAN DISEASE. Thomas, 1961
M. F. Tague. MAN'S MOST DANGEROUS MYTH: THE FALLACY OF RACE. World, 1964
Wilbur L. et al. SCIENCE IS UNDERSTANDING. Scott, Foresman, 1964
Sibeth, et al. BIOLOGY. D. C. Heath and Co., 1965
John G. et al. LIFE AND THE MOLECULE--THE BIOLOGICAL SCIENCES. Harper and Row, 1966
et al. MODERN BIOLOGY. Holt Rinehart and Winston Co., 1965
Lelen D., et al. BASIC LIFE SCIENCE. Singer Science Series. L.W. Singer, 1964
Hard F. and Fagle, David L. DESIGN FOR LIFE. Holt, Rinehart and Winston, 1963
on L. and Thompson, W. Robert. BEHAVIOR GENETICS. Wiley, 1960
GENETICS. Holt, Rinehart and Winston, 1962
Amram. YOUR HEREDITY AND ENVIRONMENT. Lippincott, 1965
and Dobezhansky, Thomas. HEREDITY, RACE, AND SOCIETY. Penguin Books, 1960
A.M. GENETICS. Houghton, 1966
HEREDITY AND EVOLUTION IN HUMAN POPULATIONS. Atheneum, 1965
tague. HUMAN HEREDITY. World, 1964
A.M. HEREDITY AND YOUR LIFE. Dover Publications, 1960
PRINCIPLES OF HUMAN GENETICS. Freeman, 1960
INBORN ERRORS OF METABOLISM. Year Books Publishers, 1959
Morris, M.D. (ed.) BIRTH DEFECTS. Lippincott, 1963
Dobezhansky, Thomas. RADIATION, GENES, AND MAN. Holt, 1959
Show, Margery W., Schull, William J. (ed.) GENETICS AND THE EPIDEMIOLOGY OF CHRONIC
1965

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and the Epidemiology of Chronic Diseases

3.0 FILMSTRIPS

- 3.1 Environment and Survival Series (Life in Relation to Environment, Two Subtropical Communities, Life on Grasslands and Prairies), SVE

4.0 FILMS

- 4.1 Meiosis-- Sex Cell Formation, EBF
- 4.2 Mitosis, EBF
- 4.3 Human Heredity, Bell
- 4.4 Thread of Life (question and answer disk), Bell
- 4.5 DNA Molecule of Heredity, EBF
- 4.6 Fact or Fallacy, Assoc
- 4.7 Gene Action, EBF
- 4.8 Laws of Heredity, EBF
- 4.9 Genetics: Improving Plants and Animals, Coronet
- 4.10 Genetics: Mendel's Laws, Coronet
- 4.11 Heredity and Environment, Coronet
- 4.12 How Living Things Change, Coronet
- 4.13 Cell Biology: Mitosis and DNA, Coronet
- 4.14 Adaptation in Animals, McG
- 4.15 Mechanism of Inheritance, McG (for advanced students; a series on g
- 4.16 Heredity and Prenatal Development, McG
- 4.17 Heredity and Family Environment, McG
- 4.18 From Generation to Generation, McG
- 4.19 Natural Selection and Adaptation, McG
- 4.20 Development of Individual Differences, McG
- 4.22 Interrelationships for Survival, McG
- 4.23 Gene Structure and Gene Action, McG
- 4.24 Genetics of Race, McG
- 4.25 Radiation: Silent Servant of Mankind, UC
- 4.26 Twins-- Nature and Nurture, McG
- 4.27 It Runs in the Family, Assoc
- 4.28 Reproduction and Heredity, Assoc
- 4.29 Treasury of Human Genes, McG
- 4.30 Nature and Nurture, McG
- 4.31 Mutation, McG
- 4.32 Blood Groups, Skin Color and Gene Pools, McG
- 4.33 Science of Genetics, McG
- 4.34 Inheritance in Man, McG

RIPS

Environment and Survival Series (Life in Relation to Environment, Life in the Forests, Life in
Tropical Communities, Life on Grasslands and Prairies), SVE

Sex-- Sex Cell Formation, EBF

Sex, EBF

Heredity, Bell

of Life (question and answer disk), Bell

Molecule of Heredity, EBF

or Fallacy, Assoc

ction, EBF

of Heredity, EBF

ics: Improving Plants and Animals, Coronet

ics: Mendel's Laws, Coronet

ty and Environment, Coronet

ving Things Change, Coronet

iology: Mitosis and DNA, Coronet

tion in Animals, McG

ism of Inheritance, McG (for advanced students; a series on genetics by McGraw-Hill)

ty and Prenatal Development, McG

ty and Family Environment, McG

eneration to Generation, McG

l Selection and Adaptation, McG

pmment of Individual Differences, McG

elationships for Survival, McG

tructure and Gene Action, McG

ics of Race, McG

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- Nature and Nurture, McG

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ry of Human Genes, McG

e and Nurture, McG

on, McG

Groups, Skin Color and Gene Pools, McG

ce of Genetics, McG

itance in Man, McG

6.0 TODAY'S HEALTH

6.1 Steindler, E.M. "Nature's Built-In Clocks". November, 1965

11.0 NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART ST

- 11.1 Birth Defects-- The Tragedy and the Hope
- 11.2 Genes in Families and the Population (teacher reference)
- 11.3 Biochemical Genetics in Man (teacher reference)
- 11.4 Chemistry, Chromosomes and Congenital Anomalies
- 11.5 The Riddle of the Chromosomes
- 11.6 How To Make Your Own Take-Apart Model of DNA
- 11.7 Chromosome 21 and Its Association with Down's Syndrome
- 11.8 Congenital Malformations
- 11.9 Be Good To Your Baby Before It Is Born
- 11.10 Medical Genetics (teacher reference)

12.0 NORTHWEST COPY COMPANY, 4224 UNIVERSITY WAY, SEATTLE, WASHINGTON

- 12.1 Chromosome Abnormality in Mongolism, Competency III (Transparency)
- 12.2 RH Blood-- Exchange Between Mother and Child, Competency III (Transparency)
- 12.3 Hemophilia, Competency III (Transparency)
- 12.4 Hemophilia in the Royal Family of Britain, Competency III (Transparency)
- 12.5 Kirsten-Flagstads Musical Heritage, Competency IV (Transparency)

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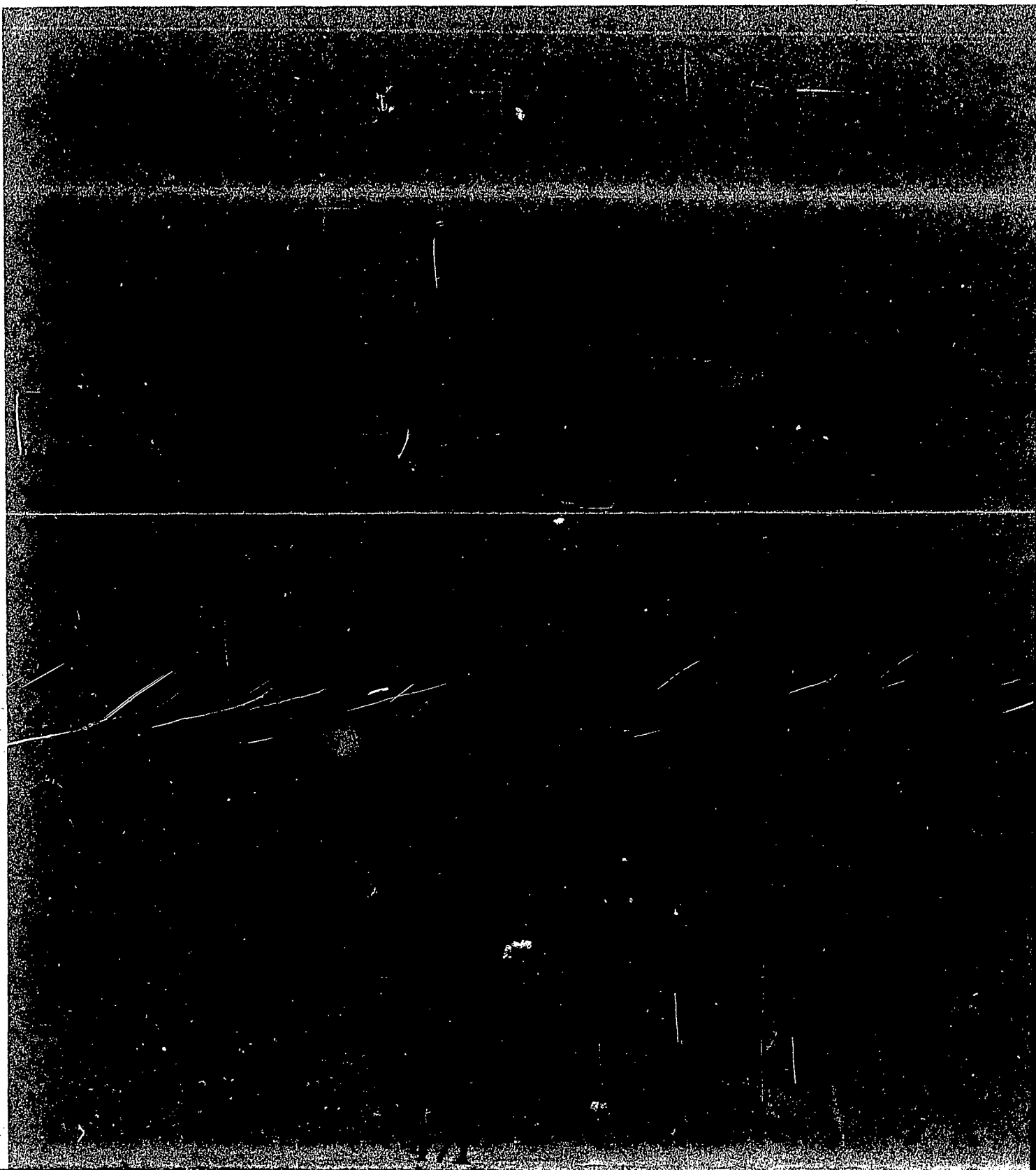
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 Genetics in Man (teacher reference)
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 Your Own Take-Apart Model of DNA
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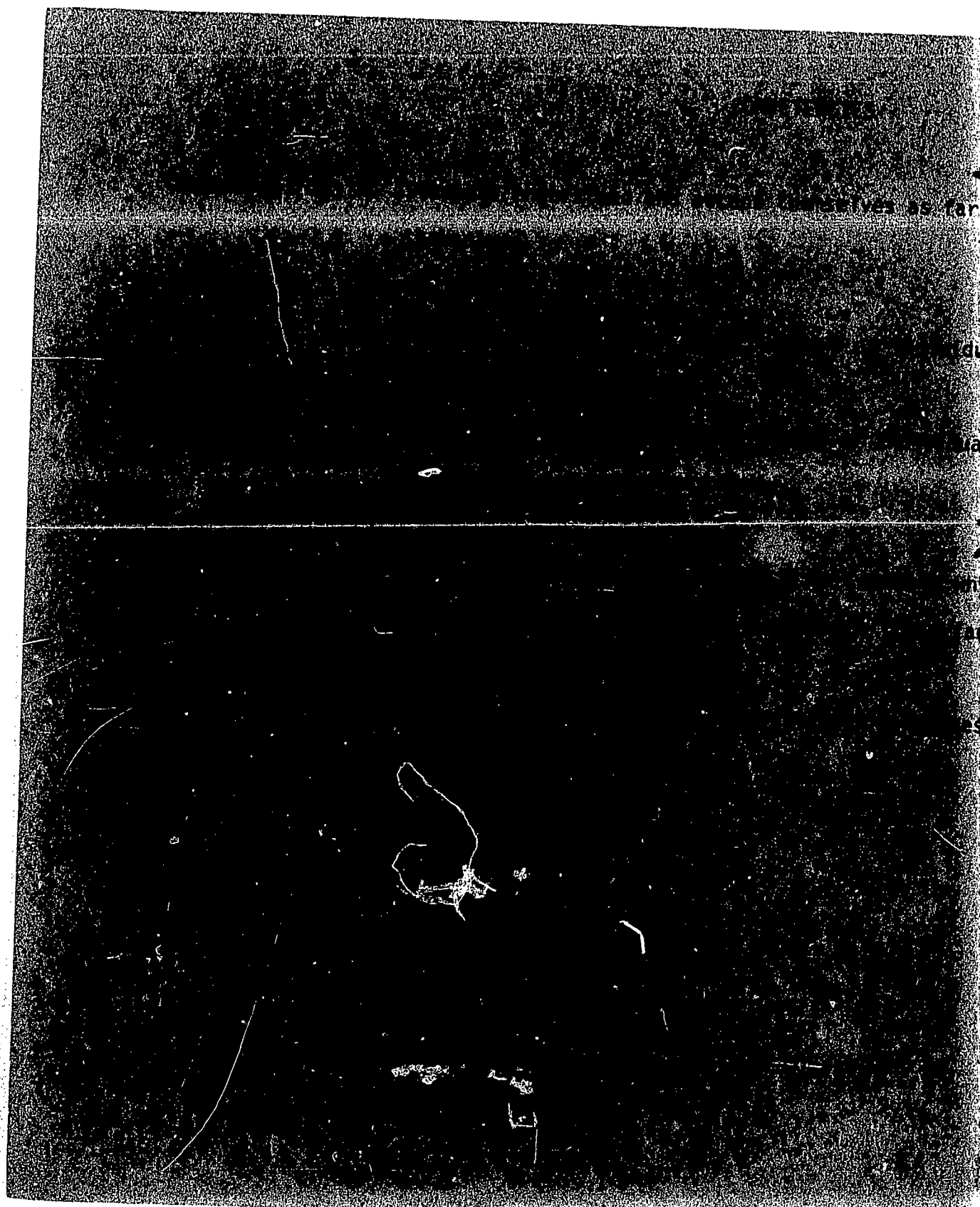
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 xchange Between Mother and Child, Competency III (Transparency)
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 n the Royal Family of Britain, Competency III (Transparency)
 stads Musical Heritage, Competency IV (Transparency)

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Students under attack and the role of the teacher in the classroom

COMPETENCY 1: Understand and accept themselves.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Self involves physical, mental, emotional and spiritual components.</p> <p>Individuality is a strange blend of self and society.</p>	<p>Discuss each of these components; draw your physical self and save. (At the end of this and compare.)</p> <p>Identify basic emotional and social needs and of how some of these needs are met (love, self-reliance, acceptance).</p> <p>Role play emotional problems common to this age; illustrate through role playing appropriate expressions of these emotions (fear, anger, etc.).</p> <p>List factors that contribute to individuality.</p> <p>Give examples of body changes; discuss normality of these occurrences; discuss relationship between body changes and emotions.</p> <p>Discuss the value of individuality; the difficulties of maintaining it.</p> <p>Discuss the ability to enjoy solitude at times.</p> <p>(See Family Health Unit)</p>

and accept themselves.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Discuss each of these components; draw your perception of your physical self and save. (At the end of year, repeat this and compare.)</p> <p>Identify basic emotional and social needs and give examples of how some of these needs are met (love, security, recognition, acceptance).</p> <p>Role play emotional problems common to this age group; illustrate through role playing appropriate and inappropriate expressions of these emotions (fear, hate, love).</p>	<p>1.12 4.49 1.24 10.2 1.25 10.3 1.28 10.9 1.31 10.11 1.34 10.22 4.1 4.5 4.23 4.40 4.42</p>
<p>List factors that contribute to individuality.</p> <p>Give examples of body changes; discuss normalcy and universality of these occurrences; discuss relationship of body changes and emotions.</p> <p>Discuss the value of individuality; the difficulty of maintaining it.</p> <p>Discuss the ability to enjoy solitude at times.</p> <p>(See Family Health Unit)</p>	<p>1.24 10.18 1.25 10.22 1.31 1.34 4.57 7.2 9.10 10.7 10.11 10.13</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Mental health means accepting oneself, accepting others and meeting the demands of life.</p>	<p>Discuss the relationship of self respect and</p> <p>Discuss problems individuals face; which are control and which are beyond it; discuss problem solving.</p> <p>Write a report on things you do well, also things you would like to improve, etc.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Discuss the relationship of self respect and mental health.</p> <p>Discuss problems individuals face; which are within our control and which are beyond it; discuss principles of problem solving.</p> <p>Write a report on things you do well, also things you would like to improve, etc.</p>	<p>1 10 6.9 1.12 7.1 1.38 10.8 4.26 10.9 4.30 10.11 4.31 10.22 4.34 11.9 4.56 13.4</p>

COMPETENCY 11: Understand and accept others as individuals.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>All individuals are the same in some respects and different in some respects.</p> <p>There is value in individual difference and also value in group identification.</p> <p>Communication is essential in interrelationships of people.</p>	<p>Discuss similarities of individuals.</p> <p>Dramatize how it may feel to be different from terms of race, nationality, beliefs, customs. ences these feelings?</p> <p>(See Heredity and Environment Unit)</p> <p>Write an essay on "When does right to differ rights of others?"</p> <p>Discuss peer-group influence: How does a group its behavior and dress standards; how do you fads; how might an individual feel who has no can individual talent strengthen or weaken gr ships (family, peer group, or community)? Wh when there is a conflict between what you want what the group wants to do?</p> <p>Write skits on misunderstanding which results communication between one peer group and anot boys and girls, teen-agers and adults, interc groups.</p> <p>List factors which help or hinder communicati</p>

Understand and accept others as individuals.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
the s and pects.	Discuss similarities of individuals. Dramatize how it may feel to be different from others in terms of race, nationality, beliefs, customs. What influences these feelings? (See Heredity and Environment Unit)	1.35 4.43 4.6 4.44 4.14 4.47 4.16 10.16 4.17 10.17
divid- also ifica-	Write an essay on "When does right to differ infringe on rights of others?" Discuss peer-group influence: How does a group arrive at its behavior and dress standards; how do you evaluate fads; how might an individual feel who has no group; how can individual talent strengthen or weaken group relationships (family, peer group, or community)? What happens when there is a conflict between what you want to do and what the group wants to do?	1.23 10.2 1.24 10.16 1.25 10.17 1.27 10.18 1.29 4.39 4.42
ential s of	Write skits on misunderstanding which results from lack of communication between one peer group and another, between boys and girls, teen-agers and adults, intercultural groups. List factors which help or hinder communications.	1.27 10.18 1.28 1.29 4.35 10.16 10.17

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Mental health involves a reasonable balance between self-reliance and dependency on others.</p>	<p>Discuss difference between self-reliance in a frontier society and a modern complex society.</p>

LEARNING EXPERIENCES	RESOURCES
<p>ss difference between self-reliance in a frontier ty and a modern complex society.</p>	<p>1.23 1.29 1.24 4.30 1.25 6.4 1.27 10.19</p>

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Personality development is a continuing process.</p> <p>As individuals mature their roles and responsibilities change.</p> <p>Freedom of choice of behavior has the inherent responsibility for acceptance of consequences.</p>	<p>Give examples of how new experiences change ourselves, others and the world. (experience success, failure, change of environment, read)</p> <p>Develop list of qualities which are liked and others. Use buzz-group discussion for this. notice similarities in responses.</p> <p>Develop a mural "Stages of Life" with appropriate to depict activities and responsibilities at periods of life.</p> <p>Develop posters showing various types of behavior possible consequences of that behavior (cheating, recklessly, driving without a license, smoking, petting). Discuss defense mechanisms used to consequences.</p> <p>Describe a problem of lying, stealing, rudeness, sportsmanship. Buzz groups discuss the solution. Recorders report main points of discussion.</p> <p>(See Smoking and Health, Safety Education and Health Units)</p>

Attain a personal adjustment to a changing society.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
opment is ess.	<p>Give examples of how new experiences change our views of ourselves, others and the world. (experiences such as success, failure, change of environment, reading)</p> <p>Develop list of qualities which are liked and disliked in others. Use buzz-group discussion for this. Compile and notice similarities in responses.</p>	<p>1.18 1.32 1.34 1.41 4.41 10.11 10.12</p>
ture responsi-	<p>Develop a mural "Stages of Life" with appropriate pictures to depict activities and responsibilities at various periods of life.</p>	<p>1.1 4.25 1.31 10.7 1.33 10.20 1.34 10.21</p>
of behav- ent r accept- ces.	<p>Develop posters showing various types of behavior and possible consequences of that behavior (cheating, skiing recklessly, driving without a license, smoking, drinking, petting). Discuss defense mechanisms used to avoid the consequences.</p> <p>Describe a problem of lying, stealing, rudeness, poor sportsmanship. Buzz groups discuss the solution of problem. Recorders report main points of discussion.</p> <p>(See Smoking and Health, Safety Education and Family Health Units)</p>	<p>1.23 4.38 1.24 4.47 1.25 4.56 1.26 9.15 1.28 10.2 1.29 10.3 1.30 10.6 1.34 10.7 1.40 10.10 1.41 10.22 2.12 4.4 4.11 4.21 4.32 4.33</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Environment molds our personality.</p>	<p>Divide into groups. Have each group develop m how the following influence behavior: various lack of strict or "normal" amount of disciplin education.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Divide into groups. Have each group develop murals on how the following influence behavior: various faiths, lack of strict or "normal" amount of discipline, goals, education.</p>	

COMPETENCY IV: Understand factors which contribute to emotional and mental health.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Problems and frustrations are universal and yet individual.</p> <p>Help is available for problems.</p> <p>Misconceptions in regard to mental illness are barriers to realistic attitudes of prevention and treatment.</p>	<p>Invite social worker, psychologist or psychiatrist to discuss and explain possible causes of problems and solutions.</p> <p>Discuss how an individual may recognize that help is available.</p> <p>Invite school counselor to discuss help available in school guidance department.</p> <p>Designate a committee of students to work with school counselor to prepare a list of books available in the library on how to understand and solve problems.</p> <p>Have a committee sample students to find out if they use guidance department in school and if not, why not.</p> <p>Develop oral reports on epilepsy, cerebral palsy, deafness, muteness so that the fallacy that there is a relationship between these problems and mental and emotional maladjustments may be dispelled.</p> <p>Give oral reports on Grecian, Egyptian, Colonial and modern attitudes toward mental illness.</p> <p>(See Disease and Anatomy and Physiology Unit)</p>

stand factors which contribute to emotional and mental illness.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ns	Invite social worker, psychologist or psychiatrist to discuss and explain possible causes of problems and frustrations.	1.23 10.1 1.32 10.5 1.34 11.18 4.15
ro-	Discuss how an individual may recognize that he needs help.	1.24 1.25
	Invite school counselor to discuss help available from the guidance department.	1.26 1.28 1.30
	Designate a committee of students to work with librarian to prepare a list of books available in the library on how to understand and solve problems.	1.32 1.34 11.13 11.19
	Have a committee sample students to find out whether they use guidance department in school and if not, why not.	
d	Develop oral reports on epilepsy, cerebral palsy, deafness, muteness so that the fallacy that there is a direct relationship between these problems and mental and emotional maladjustments may be dispelled.	2.6 4.2 11.6 11.8
	Give oral reports on Grecian, Egyptian, Colonial, etc. attitudes toward mental illness.	
	(See Disease and Anatomy and Physiology Units)	

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Suicide is a problem in our society.</p>	<p>Read current articles on the problem of suicide and short summary of articles read. Class discuss the information gained from the reading.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Read current articles on the problem of suicide and write a short summary of articles read. Class discuss the information gained from the reading.</p>	<p>2.8 4.3 6.3 11.4</p>

COMPETENCY V: Understand mental retardation.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Emotional needs of individuals are not related to their levels of intellectual abilities.</p> <p>A wide range of intellectual ability exists in the human population.</p>	<p>Discuss ways we behave to meet our social and needs.</p> <p>Organize field trip to a state school for the retarded. Discuss how the emotional needs of children are met.</p> <p>Invite counselor to discuss "ability grouping" (purposes, advantages, problems).</p> <p>Discuss research which shows that changes in result from environmental conditions.</p> <p>(See Heredity and Environment Unit)</p>

Understand mental retardation.

h)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>indi- lated to tellec-</p> <p>tellec- s in the</p>	<p>Discuss ways we behave to meet our social and emotional needs.</p> <p>Organize field trip to a state school for the mentally retarded. Discuss how the emotional needs of these children are met.</p> <p>Invite counselor to discuss "ability grouping" programs (purposes, advantages, problems).</p> <p>Discuss research which shows that changes in I.Q. may result from environmental conditions.</p> <p>(See Heredity and Environment Unit)</p>	<p>1.12 1.34</p> <p>1.1 10.15</p>

COMPETENCY 1: Understand and accept themselves.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Personality is the total "You."	Discuss inaccuracy of such a statement as personality."
	Committees investigate influence of heredity, health, education, etc. on personality.
	(See Heredity and Environment Unit)
Immediate and far reaching goals need to be realistic.	Write a short essay on "What I am to be I
	Ask qualified person to talk on interpretation of standardized tests, vocational tests, aptitude
	Investigate studies or read articles dealing with qualities needed for success in a job or career
	Discuss how the qualities needed for success are developed (especially in light of the rapid economic picture).
	(See Health Career Unit)

nd and accept themselves.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Discuss inaccuracy of such a statement as "She has no personality."	1.4 4.9 1.8 4.16 1.12 10.6
Committees investigate influence of heredity, environment, health, education, etc. on personality.	1.22 10.7 1.34
(See Heredity and Environment Unit)	
Write a short essay on "What I am to be I am becoming."	1.13 1.17
Ask qualified person to talk on interpretation of standardized tests, vocational tests, aptitude tests.	1.24 1.26 9.5
Investigate studies or read articles dealing with qualities needed for success in a job or career.	10.6 10.7 10.8
Discuss how the qualities needed for success might be developed (especially in light of the rapidly changing economic picture).	10.14 10.19 13.3
(See Health Career Unit)	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Personal values develop out of family influence and other experiences of life.</p>	<p>Think about what you really value. Project how present behavior pattern values will affect future goals. (p ing job, cheating, pre-marital pregn</p> <p>Discuss: "Does changing one's mind rity?"; "Does having the courage of mean you are stubborn?"; "Everybody shouldn't I?"</p> <p>(See Family Health Unit)</p>

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>velop out e and other e.</p>	<p>Think about what you really value. Project how present behavior patterns resulting from these values will affect future goals. (persistance in complet- ing job, cheating, pre-marital pregnancy)</p> <p>Discuss: "Does changing one's mind mean sacrificing integ- rity?"; "Does having the courage of one's convictions mean you are stubborn?"; "Everybody else does, why shouldn't I?"</p> <p>(See Family Health Unit)</p>	<p>1.7 10.2 1.10 10.3 1.18 10.5 1.22 10.7 1.27 10.10 1.28 10.18 4.29 10.19 4.50 13.3 4.54</p>

Understand and accept others.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>You can affect other people's mental health.</p> <p>A mentally healthy person accepts the differences in others.</p>	<p>Establish criteria for criticism: when should it be given and how can it be given so it will be constructive? How do you know you are objective?</p> <p>Discuss "What is prejudice?" Describe the causes and effect of prejudice.</p> <p>Investigate other cultures through reading books, films, or interviewing foreign students; develop a list of values from each culture; compare to ours.</p> <p>Without identifying why, read from a book or article that presents a value system which differs from the ones commonly accepted patterns. Have students discuss the book. Then start a discussion on whether they really accepted the individual even though they did not accept the individual's values.</p> <p>Have the class do a historical study of some values. (owning home, being a productive member of society)</p>

and accept others.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Establish criteria for criticism: when should it be given; how can it be given so it will be constructive; how will you know you are objective?	1.11 1.12 1.14 1.15 1.16
Discuss "What is prejudice?" Describe the development and effect of prejudice.	1.18 1.19 1.20
Investigate other cultures through reading and interviewing foreign students; develop a list of values which belong to other cultures; compare to ours.	1.21 1.22 4.10 4.12
Without identifying why, read from a book a description of a value system which differs from the more generally accepted patterns. Have students discuss the character in the book. Then start a discussion on whether students really accepted the individual even though they could not accept the individual's values.	4.13 4.14 4.17 4.37 4.48 4.51 4.53
Have the class do a historical study of some modern day values. (owning home, being a productive member of society)	9.11 9.12 9.13 10.16

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>The emotional climate of home, school, community and world influences the mental health of individuals.</p>	<p>Itemize the basic needs of children. Give specific examples of ways parents might meet the needs of children.</p> <p>Discuss the use of "going off to war" as a reason for participating in pre-marital experiences.</p> <p>Discuss the pros and cons of mothers working.</p> <p>Investigate studies of "wire mothers" for raising monkeys.</p> <p>Investigate the effect of cultural deprivation on individuals.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
Itemize the basic needs of children. Give specific examples of ways parents might meet the needs of children.	1.12 4.24 1.22 10.4 1.39 10.12
Discuss the use of "going off to war" as a reason for participating in pre-marital experiences.	2.9 11.14 2.11 2.12
Discuss the pros and cons of mothers working.	4.7 4.8
Investigate studies of "wire mothers" for raising baby monkeys.	9.7 9.11 9.12
Investigate the effect of cultural deprivation on individuals.	9.13 4.22

COMPETENCY III: Attain a personal adjustment to a changing society.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Our perceptual field is formed in the culture in which we are raised.	<p>Analyze "normalcy." How is it determined; what range; how does the idea of normalcy affect people?</p> <p>Describe your concept of the role of a child, man, woman in our society; compare this to the concept in another culture.</p> <p>Buzz groups report on "What is Reality?"</p> <p>Discuss how the concept of one's self affects one's behavior.</p> <p>Discuss how we can maintain, improve and transmit our culture.</p> <p>(See Family Health Unit)</p>
Life cannot be lived without some conflict.	<p>Analyze the "anatomy" of conflict.</p> <p>Show how defense mechanisms provide the ability to "get around" those problems we can't solve.</p>
A changing society necessitates adjustments.	<p>Discuss the effect of automation, depersonalization, isolation on one's concept of usefulness.</p> <p>Discuss possible effect on self of going away to college, marrying outside of community, going into the service.</p>

a personal adjustment to a changing society.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
	Analyze "normalcy." How is it determined; what is its range; how does the idea of normalcy affect people?	1.12	
		4.9	
		4.16	
	Describe your concept of the role of a child, man or woman in our society; compare this to the concept of another culture.	4.18	
		6.7	
	Buzz groups report on "What is Reality?"		
	Discuss how the concept of one's self affects one's life.		
	Discuss how we can maintain, improve and transmit our culture.		
	(See Family Health Unit)		
hout	Analyze the "anatomy" of conflict.	1.8	1.38
		1.12	4.4
	Show how defense mechanisms provide the ability to "go around" those problems we can't solve.	1.23	4.15
		1.26	4.26
			10.7
	Discuss the effect of automation, depersonalization and isolation on one's concept of usefulness.	1.23	
		4.46	
		6.8	
	Discuss possible effect on self of going away to school, marrying outside of community, going into the service, etc.	13.2	

COMPETENCY IV: Understand factors which contribute to emotional and

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Mental illness, like physical illness, has various causes, degrees of severity and methods of treatment.</p> <p>Part of the problem of treatment is archaic attitudes concerning mental illness.</p> <p>Physical illness can be a manifestation of emotional problems.</p>	<p>Investigate and report on the possible illness, types (as now classified) of of treatment (drug therapy, psychothera clinics, open-door mental institutions</p> <p>Develop a display on the historical imp institutions.</p> <p>Survey community and state on sources of emotionally disabled and mentally ill people who help, places to go for help help).</p> <p>(See Disease and Community Health Un</p> <p>Distinguish between symptoms felt by a psychosomatic symptoms. Compare as to and treatment.</p> <p>Chart number and types of ailments that that may have emotional causes.</p>

stand factors which contribute to emotional and mental illness.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
ysical uses,	Investigate and report on the possible causes of mental illness, types (as now classified) of mental illness and of treatment (drug therapy, psychotherapy, day and night clinics, open-door mental institutions, etc.).	1.1 1.4 1.6 1.39 2.6 2.7 4.27 4.28 4.36	6.1 9.4 9.6 9.7 9.9 9.14 11.16 11.17 13.4
treat- es ss.	Develop a display on the historical improvement in mental institutions. Survey community and state on sources of help for the emotionally disabled and mentally ill (sources include people who help, places to go for help, books to read for help). (See Disease and Community Health Units)	1.1 1.5 1.7 1.9 2.2 2.6 4.2 4.19 4.58	7.2 8.1 9.5 9.8 9.9 11.7 11.17
a nal	Distinguish between symptoms felt by a hypochondriac and psychosomatic symptoms. Compare as to causes, diagnosis and treatment. Chart number and types of ailments that physicians see that may have emotional causes.	4.20 4.52 13.1 13.2	



CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Mental illness may occur in anyone regardless of age, sex or position.</p>	<p>Examine statistics on mental illness and trained personnel needed to help with discuss problems which this seems to indicate possible solutions.</p> <p>Discuss the statement: "You can affect negatively another person's mental health."</p> <p>Develop a booklet with slogans and call Mental Health Habits."</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Examine statistics on mental illness and the number of trained personnel needed to help with this problem. Discuss problems which this seems to indicate; discuss possible solutions.</p> <p>Discuss the statement: "You can affect positively and negatively another person's mental health."</p> <p>Develop a booklet with slogans and cartoons called "Good Mental Health Habits."</p>	<p>1.6 2.7 4.55 6.5 6.6 9.3 9.4 10.19 11.8 11.17 13.5</p>

COMPETENCY V: Understand mental retardation.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>There is a differentiation between mental retardation (mental deficiency) and mental illness.</p> <p>Continued research is important to find causes, prevention and successful treatment of the problems of retardation and deficiency.</p> <p>Environmental deprivation and neglect result in a loss of human potential which is our most valuable resource.</p>	<p>Discuss the determination of ability and the influences which develop it.</p> <p>List possible causes of mental deficiency.</p> <p>(See Heredity and Environment Unit)</p> <p>Select one of the following areas:</p> <ul style="list-style-type: none"> Educational potential of the mentally retarded The place of the mental retardate in society Current research related to prevention of mental deficiency through adequate prenatal care Community programs for the prevention of mental retardation Detection techniques and treatment of mental retardation in the child, the mongoloid and the hydrocephalic Preschool programs in deprived social areas (Head Start programs) Prenatal education and clinics Relationship of heredity, disease and drugs to mental retardation and its treatment <p>Investigate causes of environmental deprivation and neglect in which this can be prevented (i.e., malnutrition, etc.).</p>

Understand mental retardation.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
entiation ardation) and	<p>Discuss the determination of ability and achievement scores and the influences which develop these scores.</p> <p>List possible causes of mental deficiency and retardation.</p> <p>(See Heredity and Environment Unit)</p>	<p>1.3 1.37 2.1 6.10 10.15 11.1</p>
is impor- es, pre- sful problems of eficiency.	<p>Select one of the following areas and write a paper:</p> <p>Educational potential of the mental retardate</p> <p>The place of the mental retardate in our society</p> <p>Current research related to prevention of mental deficiency through adequate prenatal and post-natal care</p> <p>Community programs for the prevention and treatment of mental retardation</p> <p>Detection techniques and treatment for the P.K.U. child, the mongloid and the hydrocephalic child</p> <p>Preschool programs in deprived socioeconomic areas (Head Start programs)</p> <p>Prenatal education and clinics</p> <p>Relationship of heredity, disease, accidents and drugs to mental retardation and deficiency</p>	<p>1.3 2.3 2.4 2.5 2.10 6.2 6.7 9.1 11.1 11.2 11.3 11.5</p>
rivation in a loss which is resource.	<p>Investigate causes of environmental deprivation and ways in which this can be prevented (i.e. love, stimulation, nutrition, etc.).</p>	<p>1.2 2.9 2.11 11.1</p>

MENTAL HEALTH RESOURCES

(Preview all films; review all ma

1.0 BOOKS (Write National Association for Mental Health, 10 Colo for "Recommended Books for a Mental Health Library.")

- 1.1 Wilson, John Rowan. THE MIND. Time, 1964 (Life-Science Lib
- 1.2 Roucek, Joseph S. THE UNUSUAL CHILD. New York: Philosophic
- 1.3 Rothstein, Jerome H. MENTAL RETARDATION. Holt, Rinehart an
- 1.4 Menninger, Karl. THE HUMAN MIND. Knopf, 1955
- 1.5 Beers, Clifford. THE MIND THAT FOUND ITSELF. Doubleday, 19
- 1.6 Gordon, Mike. EVERY OTHER BED. World, 1957
- 1.7 Katz, B. and Thorpe, L. UNDERSTANDING PEOPLE IN DISTRESS.
- 1.8 Menninger, Karl. MAN AGAINST HIMSELF. Harcourt, 1938 (pape
- 1.9 Ward, Mary Jane. SNAKE PIT. New American Library (paperbag
- 1.10 Sorenson, Herbert and Malm, Marquerite. PSYCHOLOGY FOR LIVI
- 1.11 Force, Elizabeth. YOUR FAMILY--TODAY AND TOMORROW. Harcour
- 1.12 Preston, George H. THE SUBSTANCE OF MENTAL HEALTH. Holt, 1
- 1.13 Crawford, John E. and Woodward, Luther E. BETTER WAYS OF GA
FOR YOUTH. Muhlenberg Press, 1948
- 1.14 Crow, Alice and Crow, Lester D. LEARNING TO LIVE WITH OTHER
- 1.15 Flesch, Rudolf. THE ART OF CLEAR THINKING. Harper, 1951
- 1.16 Chase, Stuart. GUIDES TO STRAIGHT THINKING: WITH 13 COMMON
- 1.17 Roosevelt, Eleanor. YOU LEARN BY LIVING. Harper, 1960
- 1.18 Crawford, John and Crawford, Doratheia. MILESTONE FOR MODERN
- 1.19 Gregor, Arthur S. TIME OUT FOR YOUTH. Macmillan, 1965
- 1.20 Baruch, Dorothy W. GLASS HOUSE OF PREJUDICE. Morrow, 1946
- 1.21 Powdermake, Hortense. PROBING OUR PREJUDICES: A UNIT FOR HI
- 1.22 Strecker, Edward A. and Appel, Kenneth E. DISCOVERING OURSE
HOW IT WORKS. Macmillan, 1956
- 1.23 Crawford, John and Crawford, Doratheia. TEENS...HOW TO MEET
- 1.24 Fedder, Ruth. A GIRL GROWS UP. McGraw, 1957
- 1.25 Fedder, Ruth. YOU, THE PERSON YOU WANT TO BE. McGraw, 1957
- 1.26 McKnown, Harry C. A BOY GROWS UP. McGraw, 1949
- 1.27 Menninger, William C. BLUEPRINT FOR TEEN-AGE LIVING. Sterl
- 1.28 Menninger, William C. HOW TO BE A SUCCESSFUL TEEN-AGER. St
- 1.29 Shacter, Helen and Bauer, W. W. YOU AND OTHERS. Scott, 195
- 1.30 Strain, Frances Bruce. BUT YOU DON'T UNDERSTAND. Appleton
- 1.31 Strain, Frances Bruce. TEEN DAYS: A BOOK FOR BOYS AND GIRLS

MENTAL HEALTH RESOURCES

(Preview all films; review all materials)

- ational Association for Mental Health, 10 Columbus Circle, New York, New York 10019,
omended Books for a Mental Health Library.")
- van. THE MIND. Time, 1964 (Life-Science Library)
- S. THE UNUSUAL CHILD. New York: Philosophical Library, 1962
- ne H. MENTAL RETARDATION. Holt, Rinehart and Winston, 1961
- THE HUMAN MIND. Knopf, 1955
- THE MIND THAT FOUND ITSELF. Doubleday, 1953
- EVERY OTHER BED. World, 1957
- orpe, L. UNDERSTANDING PEOPLE IN DISTRESS. Ronald, 1955
- MAN AGAINST HIMSELF. Harcourt, 1938 (paperback, 1956)
- SNAKE PIT. New American Library (paperback)
- rt and Malm, Marquerite. PSYCHOLOGY FOR LIVING. McGraw-Hill, 1957
- h. YOUR FAMILY--TODAY AND TOMORROW. Harcourt, 1955
- H. THE SUBSTANCE OF MENTAL HEALTH. Holt, 1940
- E. and Woodward, Luther E. BETTER WAYS OF GROWING UP: PSYCHOLOGY AND MENTAL HYGIENE
lenberg Press, 1948
- Crow, Lester D. LEARNING TO LIVE WITH OTHERS: A HIGH SCHOOL PSYCHOLOGY. Heath, 1944
- THE ART OF CLEAR THINKING. Harper, 1951
- GUIDES TO STRAIGHT THINKING: WITH 13 COMMON FALLACIES. Harper, 1956
- nor. YOU LEARN BY LIVING. Harper, 1960
- and Crawford, Dorathea. MILESTONE FOR MODERN TEENS. Whiteside, 1954
- S. TIME OUT FOR YOUTH. Macmillan, 1965
- W. GLASS HOUSE OF PREJUDICE. Morrow, 1946
- tense. PROBING OUR PREJUDICES: A UNIT FOR HIGH SCHOOL STUDENTS. Harper, 1944
- d A. and Appel, Kenneth E. DISCOVERING OURSELVES: A VIEW OF THE HUMAN MIND AND
Macmillan, 1956
- and Crawford, Dorathea. TEENS...HOW TO MEET YOUR PROBLEMS. Whiteside, 1951
- A GIRL GROWS UP. McGraw, 1957
- YOU, THE PERSON YOU WANT TO BE. McGraw, 1957
- C. A BOY GROWS UP. McGraw, 1949
- iam C. BLUEPRINT FOR TEEN-AGE LIVING. Sterling, 1958
- iam C. HOW TO BE A SUCCESSFUL TEEN-AGER. Sterling, 1954
- and Bauer, W. W. YOU AND OTHERS. Scott, 1954
- s Bruce. BUT YOU DON'T UNDERSTAND. Appleton, 1952
- s Bruce. TEEN DAYS: A BOOK FOR BOYS AND GIRLS. Appleton, 1946

- 1.32 Bailard, Virginia and Strang, Ruth. WAYS TO IMPROVE YOUR PERSONALITY. McGraw, 1951
- 1.33 Fosdick, Harry Emerson. ON BEING A REAL PERSON. Harper, 1943 (paperback, 1951)
- 1.34 Shacter, Helen. HOW PERSONALITIES GROW. McKnight, 1949
- 1.35 Smaridge, Noah. LOOKING AT YOU. Abington Press, 1962
- 1.37 Buck, Pearl. THE CHILD WHO NEVER GREW. Day, 1950
- 1.38 Callwood, June. LOVE, HATE, FEAR, AND OTHER EMOTIONS. Doubleday, 1964
- 1.39 Grant, Vernon W. THIS IS MENTAL ILLNESS. Beacon, 1963
- 1.40 Bauer, W. W. MOVING INTO MANHOOD. Doubleday, 1963
- 1.41 Lewellen, John. YOU AND YOUR AMAZING MIND. Children's Press, 1952

2.0 PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

- 2.1 Mental Retardation, Its Biological Factors
- 2.2 The National Mental Health Program
- 2.3 Research Profile #5 (Summary of Progress in Mental Retardation)
- 2.6 Mental Illness and Its Treatment, Past and Present
- 2.7 What Is Mental Illness
- 2.8 Some Facts About Suicide
- 2.10 Mongolism

CHILDREN'S BUREAU, UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D. C. 20201

- 2.9 A Healthy Personality for Your Child
- 2.4 The Mentally Retarded Child At Home
- 2.5 The Child Who Is Mentally Retarded
- 2.11 The Abused Child
- 2.12 Sociological Theories and Their Implications for Juvenile Delinquency

4.0 FILMS (Write National Association for Mental Health, 1211 Polk Street, San Francisco, California 94109 for a "Catalog of Selected Films for Mental Health Education.")

- 4.1 Angry Boy, WSH
- 4.2 Bitter Welcome, WSH
- 4.3 Cry for Help, WSH
- 4.4 Facing Reality, WSH
- 4.5 Understanding Your Emotions, Coronet
- 4.6 Thursday's Child, WSH

- 4.7 Preface To A Life, WSH
- 4.8 Roots of Happiness, WSH
- 4.9 Shyness, WSH
- 4.10 Eye of Beholder, WSH
- 4.11 Beginnings of Conscience, McG
- 4.12 High Wall, McG
- 4.13 Willie Catches On, McG
- 4.14 Common Fallacies About Group Differences, McG
- 4.15 Conflict, McG
- 4.16 Development of Individual Differences, McG
- 4.17 Everybody's Prejudices, McG
- 4.18 Perception, McG
- 4.19 Out-of-Darkness, McG
- 4.20 Stress, McG
- 4.21 Borderline, McG
- 4.22 Meeting Emotional Needs of Childhood, WSH
- 4.23 Emotional Maturity, McG
- 4.24 Children's Emotions, McG
- 4.25 Your Junior High Days, McG
- 4.26 Toward Emotional Maturity, McG
- 4.27 Emotional Health, McG
- 4.28 Breakdown, McG
- 4.29 Making Life's Adjustments, McG
- 4.30 How To Succeed In School, McG
- 4.31 How To Take A Test, McG
- 4.32 The Bully, McG
- 4.33 Cheating, McG
- 4.34 The Good Loser, McG
- 4.35 The Gossip, McG
- 4.36 Dependency, McG
- 4.37 The Other Fellow's Feelings, McG
- 4.38 Other People's Property, McG
- 4.39 Outsider, McG
- 4.40 The Show-Off, McG
- 4.41 The Snob, McG
- 4.42 The Troublemaker, McG
- 4.43 Understanding Others, McG
- 4.44 What About Prejudice, McG
- 4.46 Individual in the Modern World, Assoc
- 4.47 Heredity and Family Environment, McG
- 4.48 Islam, McG
- 4.49 Age of Turmoil, McG

- 4.50 The Test, McG
- 4.51 A Day In The Life of Jonathan Mole, McG
- 4.52 You Are Not Alone, Assoc
- 4.53 It Takes All Kinds, McG
- 4.54 The Honest Truth, McG
- 4.55 Mental Health, EBF
- 4.56 Making A Decision, McG
- 4.57 Being Different, McG
- 4.58 The Key, MH

6.0 CHEMICAL AND ENGINEERING NEWS

- 6.1 Mental Disease--Chemists Seek Its Causes. October 1, 1962 and Oct

SATURDAY EVENING POST

- 6.2 Brecher, Ruth and Brecher, Edward. "Saving Children From Mental R

TODAY'S HEALTH

- 6.3 Friedman, Paul. "A Psychiatrist Examines Suicide." December, 196
- 6.4 Stevenson, G. and Milt, H. "Curb That Superman Urge." August, 19
- 6.5 Gibson, John. "What Makes You Happy?" June, 1960
- 6.6 Gibson, John. "What Makes You Mad?" April, 1960
- 6.7 Remsberg, Charles and Bonnie. "Plastic Surgery Goes to Prison."
- 6.8 "Malady of Our Times--Alienation." September, 1966
- 6.9 Remsberg, Charles and Bonnie. "Plastic Surgery Goes to Prison."
- 6.10 "Your Child's I.Q." October, 1963

7.0 NATIONAL RESEARCH BUREAU, EMPLOYEE RELATIONS BUREAU, 221 NORTH LAS

- 7.1 Seven Keys to a Happy Life

LOUISIANA ASSOCIATION FOR MENTAL HEALTH, 1528 JACKSON AVENUE, NEW

- 7.2 Milestones to Maturity

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e Life of Jonathan Mole, McG
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G. and Milt, H. "Curb That Superman Urge." August, 1960
n. "What Makes You Happy?" June, 1960
n. "What Makes You Mad?" April, 1960
Charles and Bonnie. "Plastic Surgery Goes to Prison." April, 1966
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Charles and Bonnie. "Plastic Surgery Goes to Prison." April, 1966
's I.Q." October, 1963

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8.1 Perspective (quarterly publication of the Department of Institution

9.0 PUBLIC AFFAIRS COMMITTEE, INC., 381 PARK AVENUE SOUTH, NEW YORK, NE

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- 9.7 Serious Mental Illness in Children
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- 9.14 New Medicines for the Mind-- Their Meaning and Promise
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10.0 SCIENCE RESEARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINO

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- 10.15 Mental Abilities of Children
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nt and the Law

ARCH ASSOCIATES, 259 EAST ERIE STREET, CHICAGO, ILLINOIS 60611

Your Problem
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10.17 How To Get Along With Others
 10.18 Building Your Own Philosophy
 10.19 Self-Understanding
 10.20 High School Ahead
 10.21 Getting Along in School
 10.22 All About You

11.0 WASHINGTON ASSOCIATION FOR RETARDED CHILDREN, SUITE 7, SENATE ARMS B

11.1 The Mentally Retarded-- Their New Hope

NATIONAL FOUNDATION, 307 ORPHEUM BUILDING, FIFTH AND STEWART STREET,

11.2 Chromosome 21 and Its Association With Down's Syndrome

11.3 Advice to the Mother To Be

11.5 Be Good To Your Baby Before It Is Born

11.4 CRISIS CLINIC, 1317 MARION STREET, SEATTLE, WASHINGTON 98104

EPILEPSY ASSOCIATION OF SEATTLE, P. O. BOX 1284, SEATTLE, WASHINGTON

11.6 Epilepsy-- Its Causes, Effects, and Treatment

WASHINGTON STATE MENTAL HEALTH ASSOCIATION, 618 ARTIC BUILDING, 704
 WASHINGTON 98104

11.7 The Organization and Function of the Community Psychiatric Clinic

11.8 Facts About Mental Illness

11.9 Mental Health Is 1-2-3

11.13 How To Deal With Your Tensions

11.14 What Every Child Needs

11.16 Some Things You Should Know About Mental and Emotional Illness

11.17 How To Deal With Mental Problems

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Causes, Effects, and Treatment

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DIRECTOR, HEALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING
SEATTLE 98101

- 11.18 Growing Pains
- 11.19 Your Teen-Age Years

13.0 METROPOLITAN LIFE INSURANCE, HEALTH AND WELFARE DIVISION,
CALIFORNIA 94120

- 13.1 Emotions and Physical Health
- 13.2 Stress-- And What It Means To You (also from Anti-Tuberculosis)
- 13.3 The Value of Maturity

JOHN HANCOCK MUTUAL LIFE INSURANCE, HEALTH EDUCATION SERVICE
MASSACHUSETTS

- 13.4 The Mind In Sickness and In Health

CONNECTICUT MUTUAL LIFE INSURANCE COMPANY, HARTFORD, CONNECTICUT

- 13.5 The Worry-Go-Round

ALTH EDUCATION, ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING,

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LIFE INSURANCE, HEALTH AND WELFARE DIVISION, 600 STOCKTON STREET, SAN FRANCISCO,

94120

Physical Health
What It Means To You (also from Anti-Tuberculosis League of King County)
Maturity

MUTUAL LIFE INSURANCE, HEALTH EDUCATION SERVICE, 200 BERKELEY STREET, BOSTON,

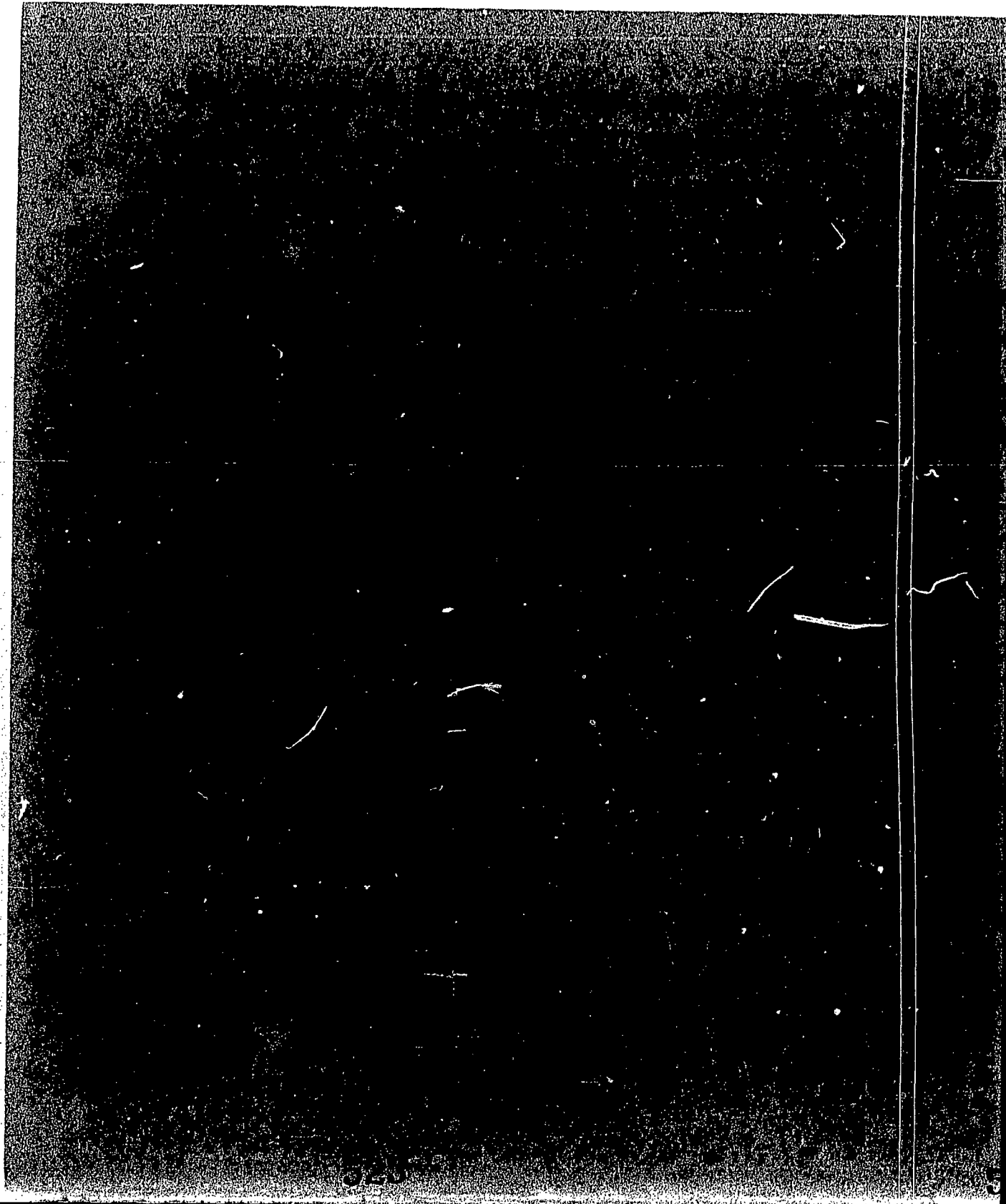
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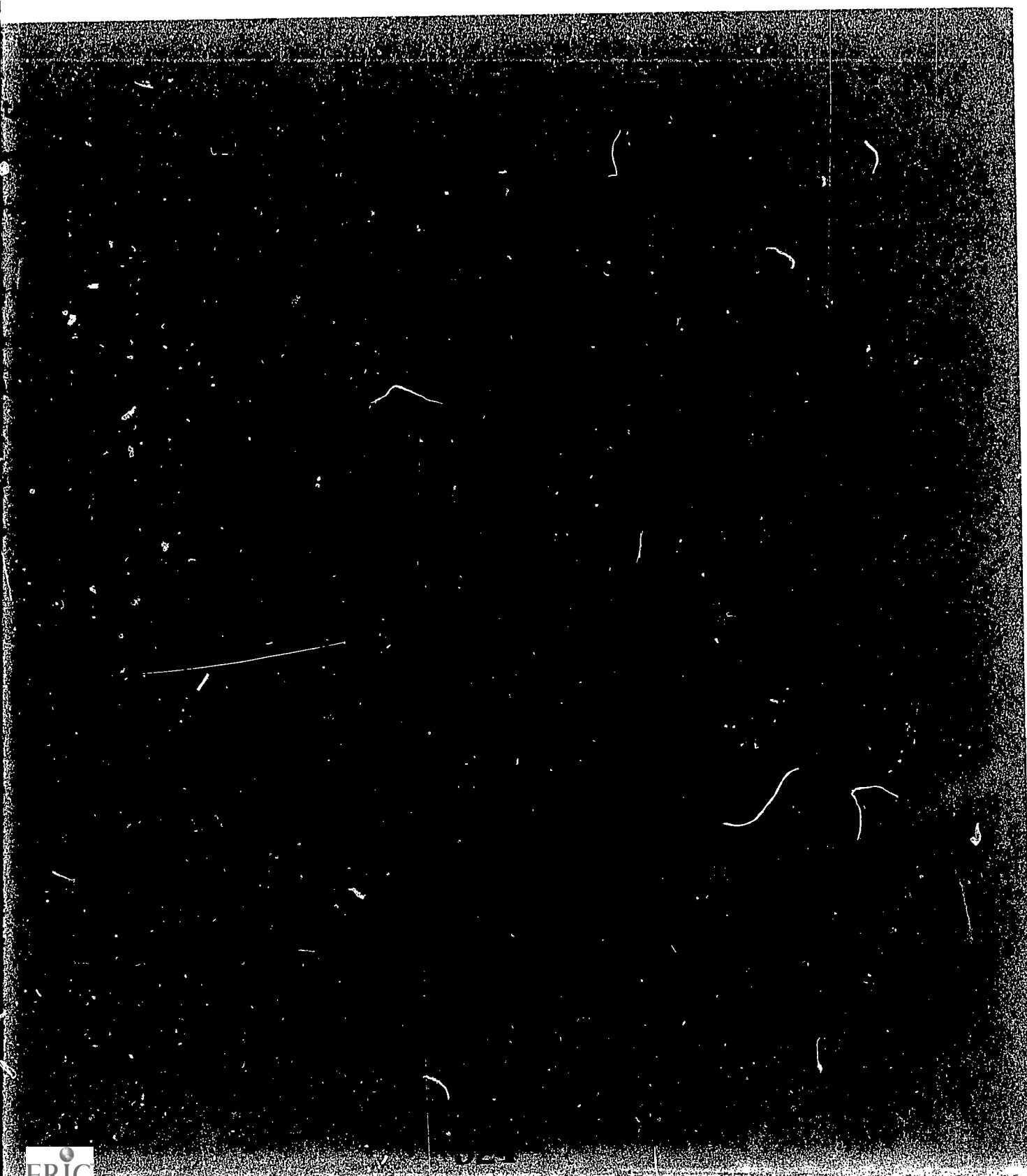
Sickness and In Health

MUTUAL LIFE INSURANCE COMPANY, HARTFORD, CONNECTICUT

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COMPETENCIES

- Competency I: Students know the relationship of food, growth, and health.
- Competency II: Students enjoy a variety of food.
- Competency III: Students critically evaluate food selection.

COMPETENCY 1: Know relationship of food, growth, and health.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Body processes need all known nutrients.</p>	<p>Review definition of nutrient and different nutrient and a food. Review cell. Use skits, slides, demonstrations, guest speakers (Peace Corps workers) the need of a balanced diet.</p> <p>Keep a record of all food eaten for a week. Prepare a daily nutritional needs chart; see what is missing and why. Discuss how diet can be improved.</p> <p>List factors to consider when feeding children when you babysit.</p> <p>Committee report on how to have good complexion. Include problem of acne. Group members: dermatologist, read articles, interview in complexion, etc.)</p> <p>Host or hostess tables in the elementary school. Notice Type A servings for children. Discuss how builds and the activity of elementary school children. the amounts of food eaten to size and age.</p> <p>Divide class into "nutrient groups"; assign each group of nutrient, functions, sources. In class use aids (actual examples) or do experiments. necessary to memorize nutrient-function relationships. Culminate with bulletin board "Food and Health".</p> <p>(See Anatomy and Physiology Unit)</p>

relationship of food, growth, and health.

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Review definition of nutrient and difference between a nutrient and a food. Review cell. Committee show through skits, slides, demonstrations, guest speakers (dietitian, Peace Corps workers) the need of a balanced diet.</p> <p>Keep a record of all food eaten for a week. Check with daily nutritional needs chart; see which nutrients are low and why. Discuss how diet can be improved.</p> <p>List factors to consider when feeding a child for a day when you babysit.</p> <p>Committee report on how to have good complexions. (Include problem of acne. Group members interview dermatologist, read articles, interview individuals with good complexions, etc.)</p> <p>Host or hostess tables in the elementary lunchroom. Notice Type A servings for children. Study the different builds and the activity of elementary children and compare the amounts of food eaten to size and activity.</p> <p>Divide class into "nutrient groups"; report on discovery of nutrient, functions, sources. In report use visual aids (actual examples) or do experiments. (It is not necessary to memorize nutrient-function-source!)</p> <p>Culminate with bulletin board "Food Becomes You".</p> <p>(See Anatomy and Physiology Unit)</p>	<p>1.4 8.5 1.11 9.2 1.12 11.4 1.13 11.5 1.14 12.2 1.16 1.21 1.24 1.25 1.29 2.13 2.24 3.3 5.6 5.8 6.1 6.9 6.10 6.20 7.4 7.5 7.10 7.12 7.13 7.14 7.15 8.3</p>

COMPETENCY 11: Enjoy a variety of foods.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Food is an integral part of cultural patterns.	Bring a list of traditional or regional food to share with your family when celebrating special occasions. When sharing this information emphasize factors that influence food choices: climate, region, nationality, religious beliefs, festivities, storage available, seasonings, etc.
Association, pleasant surroundings and good manners may affect our enjoyment of food.	Discuss the possible origin of three meals from different cultures. Check the number of regional cookbooks available in the school library. Observe manners in school cafeteria. Discuss which actions have become accepted as appropriate and which have not. Write for school newspaper about "candid camera" shots. Develop a skit involving a family meal to show the importance of such things as pleasant conversation, good table manners, sharing preparation, etc., etc.

: Enjoy a variety of foods.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
gral part of ns.	<p>Bring a list of traditional or regional foods eaten by your family when celebrating special occasions. When sharing this information emphasize factors influencing choices: climate, region, nationality, traditional festivities, storage available, seasonings, preparation.</p> <p>Discuss the possible origin of three meals a day.</p> <p>Check the number of regional cookbooks available.</p>	<p>6.7 6.8 6.18</p>
pleasant d good ect our od.	<p>Observe manners in school cafeteria. Discuss why certain actions have become accepted as appropriate while others have not. Write for school newspaper observations as "candid camera" shots.</p> <p>Develop a skit involving a family meal showing the importance of such things as pleasant conversation, good table manners, sharing preparation and cleaning up, etc.</p>	<p>1.21</p>

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Today's food selection has a long-range effect.</p>	<p>Study changes in nutritional habits from gr days. What caused these changes? Are they</p> <p>List factors which will influence your weig life. Select one or more for individual re height-weight charts, fashions, modeling, p activity, genetic factors, peer eating fads habits, psychological factors)</p> <p>Calculate individual's caloric needs and co caloric intake. (Calculate calorie count o regular Type A lunch. Compare to a super t Ask lunchroom supervisor for information.)</p> <p>List factors which influence likes and disl Determine which factors apply to your likes in food.</p> <p>Make mobiles of snacks with high caloric va caloric values. Which are high in nutrient</p> <p>Keep a record of what is eaten for 72 hours factors which influenced selection of these</p>

1: Critically evaluate food selection.

High)	SAMPLE LEARNING EXPERIENCES	RESOURCES
ection has ect.	<p>Study changes in nutritional habits from grandparent's days. What caused these changes? Are they sound?</p> <p>List factors which will influence your weight throughout life. Select one or more for individual reports. (i.e., height-weight charts, fashions, modeling, physical activity, genetic factors, peer eating fads, eating habits, psychological factors)</p> <p>Calculate individual's caloric needs and compare to caloric intake. (Calculate calorie count of basic regular Type A lunch. Compare to a super type A lunch. Ask lunchroom supervisor for information.)</p> <p>List factors which influence likes and dislikes of food. Determine which factors apply to your likes and dislikes in food.</p> <p>Make mobiles of snacks with high caloric values-- low caloric values. Which are high in nutrient values?</p> <p>Keep a record of what is eaten for 72 hours; determine factors which influenced selection of these foods.</p>	<p>1.5 1.6 1.18 1.21 1.22 1.25 2.2 2.23 2.27 4.16 4.21 6.9 6.14 7.1 7.2 7.3 7.4 7.5 7.6 8.4 12.4 12.5</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Processing, treating, storing and preparing foods may alter value of the food.</p>	<p>Select a prepared problem and develop report of problem might be:</p> <ol style="list-style-type: none"> (1) Chicken salad is left from lunch on a table. What would you do with it and why? (2) You can select pasteurized or raw milk. Which would you select and why? (3) You have your choice of freezing or canning foods. Which would you do and why? (4) A friend tells you not to eat eggs or meat (Salmonella, trichinosis). Would you take his advice? (5) You read that most vitamins are lost in cooking foods. Investigate the accuracy of such statement to evaluate need of vitamin supplements. (6) A food supplement salesman wants your family to sign for an extended period to use his product. What should your family do and why? (7) Your community sells fruits that have been treated with chemicals. Should you eat them? <p>Investigate all of these problems by interviewing knowledgeable people, visiting food processing plants, talking to individuals at Better Business Bureau, etc.</p> <p>Invite a representative from the health department to discuss foodborne diseases.</p> <p>Discuss the responsibility of students who volunteer in lunch program.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Select a prepared problem and develop reports. Example of problem might be:</p> <p>(1) Chicken salad is left from lunch on a hot day. What would you do with it and why?</p> <p>(2) You can select pasteurized or raw milk. Which would you select and why?</p> <p>(3) You have your choice of freezing or canning specific foods. Which would you do and why?</p> <p>(4) A friend tells you not to eat eggs or pork. (Salmonella, trichinosis). Would you take her advice?</p> <p>(5) You read that most vitamins are lost in everyday foods. Investigate the accuracy of such a statement to evaluate need of vitamin supplements.</p> <p>(6) A food supplement salesman wants your family to sign for an extended period to use his product. What should your family do and why?</p> <p>(7) Your community sells fruits that have been sprayed. Should you eat them?</p> <p>Investigate all of these problems by interviewing knowledgeable people, visiting food processing plants, talking to individuals at Better Business Bureau, reading, etc.</p> <p>Invite a representative from the health department to discuss foodborne diseases.</p> <p>Discuss the responsibility of students who work in the lunch program.</p>	<p>1.2 1.9 1.12 1.19 1.23 1.28 1.30 2.24 3.1 4.3 4.7 4.20 5.5 5.8 5.9 6.11 6.15 6.19 6.24 6.25 7.9 8.1 8.2 8.8 8.9 8.10 9.1 12.2</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
	<p>Investigate influence of space travel on methods processing and storing food.</p> <p>Investigate why the Food and Drug Laws were passed.</p> <p>Investigate differences in foods taken on camping now and 50 years ago.</p> <p>(See Community Health and Consumer Health Unit)</p>

igh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Investigate influence of space travel on methods of processing and storing food.</p> <p>Investigate why the Food and Drug Laws were passed.</p> <p>Investigate differences in foods taken on camping trips now and 50 years ago.</p> <p>(See Community Health and Consumer Health Units)</p>	

COMPETENCY 1: Know relationships of food, growth, and health.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Adequate nutrition aids physical, social, mental, and emotional well-being.</p>	<p>List guideposts that a mother might use to indicate she is feeding her family adequately: appearance of hair; energy; resistance to disease; mental alertness etc. Show relationship of other health habits to the guideposts.</p> <p>Investigate research concerning the relationship of nutrition to aging, diabetes, arthritis, and heart disease.</p> <p>Discuss the National School Lunch Legislation. How does this program contribute to an adequate nutrition program?</p> <p>Develop criteria for a "good meal".</p> <p>Discuss what one needs to know to meet the nutritional (including caloric) needs of each member of the family. What factors change these needs. (age, activity, allergies, etc.)</p> <p>Report on saturated fats and cholesterol; point out different opinions on their relationship to disease. (Check labels on products to see how many state poly-unsaturates.)</p> <p>With pictures, food models, or words, plan different types of breakfasts and compare nutritional values. Evaluate the Iowa Breakfast studies.</p> <p>Discuss "hidden hunger".</p>

now relationships of food, growth, and health.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>aids mental, being.</p>	<p>List guideposts that a mother might use to indicate that she is feeding her family adequately: appearance of skin, hair; energy; resistance to disease; mental alertness; etc. Show relationship of other health habits to these guideposts.</p> <p>Investigate research concerning the relationship of nutrition to aging, diabetes, arthritis, and heart disease.</p> <p>Discuss the National School Lunch Legislation. How does this program contribute to an adequate nutrition program?</p> <p>Develop criteria for a "good meal".</p> <p>Discuss what one needs to know to meet the nutritional (including caloric) needs of each member of the family. What factors change these needs. (age, activity, allergies, etc.)</p> <p>Report on saturated fats and cholesterol; point out opinions on their relationship to disease. (Check labels on products to see how many state poly-unsaturates.)</p> <p>With pictures, food models, or words, plan different types of breakfasts and compare nutritional values. Evaluate the Iowa Breakfast studies.</p> <p>Discuss "hidden hunger".</p>	<p>1.11 7.16 1.12 7.19 1.13 8.3 1.14 9.2 1.16 11.1 1.20 11.2 1.21 11.3 1.24 12.1 1.26 12.7 1.29 12.8 2.13 12.13 2.21 2.28 4.11 4.19 4.23 5.3 5.6 5.8 6.1 6.2 6.5 6.6 6.18 7.5 7.6 7.7 7.8 7.11</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p data-bbox="1072 1236 1736 1310">Discuss influence of nutrition on embry- ment, child growth; compare opinions on</p> <p data-bbox="1107 1330 1512 1373">(See Family Health Unit)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Discuss influence of nutrition on embryological development, child growth; compare opinions on breast feeding.</p> <p>(See Family Health Unit)</p>	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Many factors enter into our utilization of food.</p>	<p>Discuss each of the following as to how they interfere with food utilization: emotions, digestion, hemorrhoids, gallstones, hepatitis, "rebound", appendicitis, colitis, allergic reactions, or corrections of the above problems.</p> <p>(See Anatomy and Physiology Unit)</p>
<p>Nutritional problems may affect international relations.</p>	<p>Discuss which wars or political skirmishes were directly related to the food problem. Discuss eating habits and problems of other countries; Latin America or Africa and show relationship of nutrition to political and economic problems.</p> <p>(See Community Health Unit)</p>
<p>Sociological, physiological and psychological factors influence weight.</p>	<p>Class collect information on all types of starvation diets, mechanical means (vibrators), (drugs), special foods, exercises, etc. and determine:</p> <ol style="list-style-type: none"> cost scientific basis for danger to health long term effect successfulness

	SAMPLE LEARNING EXPERIENCES	RESOURCES
to our	<p>Discuss each of the following as to how it might interfere with food utilization: emotions, diarrhea, constipation, hemorrhoids, gallstones, hepatitis, ulcers, "acid rebound", appendicitis, colitis, allergies. Discuss preventions or corrections of the above problems.</p> <p>(See Anatomy and Physiology Unit)</p>	<p>2.11 2.12 2.14 4.9 4.10</p>
may	<p>Discuss which wars or political skirmishes have been directly related to the food problem. Study the food habits and problems of other countries; i.e., India, Latin America or Africa and show relationship of nutrition to political and economic problems.</p> <p>(See Community Health Unit)</p>	<p>1.15 4.13 4.17</p>
ogical tors	<p>Class collect information on all types of reducing diets: starvation diets, mechanical means (vibrators), chemical (drugs), special foods, exercises, etc. Report on each and determine:</p> <ol style="list-style-type: none"> cost scientific basis for claims danger to health long term effect successfulness 	<p>1.11 6.12 1.18 6.14 1.21 6.16 1.24 6.21 2.23 6.22 4.1 7.1 4.15 7.5 4.16 7.7 4.22 7.17 5.1 12.4 5.2 12.5 6.3</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p data-bbox="1098 1254 1736 1393">Invite knowledgeable physician to discuss weight problems (over and underweight) and of remedying problems. (Ask him to discuss diet and eating, surgery to remove fat, etc.)</p> <p data-bbox="1098 1418 1736 1494">Make graphs showing the relationship of diabetes, high blood pressure, etc. to</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Invite knowledgeable physician to discuss causes of weight problems (over and underweight) and safe ways of remedying problems. (Ask him to discuss emotions and eating, surgery to remove fat, etc.)</p> <p>Make graphs showing the relationship of heart disease, diabetes, high blood pressure, etc. to overweight.</p>	

COMPETENCY 11: Enjoy a variety of foods.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
Food is an international language.	<p>Prepare a travel itinerary and have a contest for best reading, travel literature, talking with a travel agent, list of the kinds of foods the students are eating while traveling.</p> <p>Plan, prepare and serve a meal that contains food from a foreign country. (Plan with foreign language teacher for lunchroom for international lunches.)</p>
Factors in our environment influence our enjoyment of foods.	<p>Evaluate the school lunchroom. What can be done to improve good eating habits?</p> <p>Prepare a display of snacks; group by nutrient (including calories).</p>
Modern methods of processing provide for a wider selection of foods.	<p>Chart nutritional values of fresh, frozen, and processed products; various types of meats (canned, frozen, marinated).</p> <p>Investigate food additives: visit bakery, meat market, chemicals used and why; read current articles; Discuss findings in class.</p> <p>Develop a historical mural on food processing and preservation. (before refrigeration, use of radiation)</p>

Enjoy a variety of foods.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
tional	<p>Prepare a travel itinerary and have a committee (through reading, travel literature, talking with people) make a list of the kinds of foods the students might eat when traveling.</p> <p>Plan, prepare and serve a meal that contains food from a foreign country. (Plan with foreign language class and lunchroom for international lunches.)</p>	6.7
Environment oyment of	<p>Evaluate the school lunchroom. What can be done to improve good eating habits?</p> <p>Prepare a display of snacks; group by nutritional value (including calories).</p>	
process- wider s.	<p>Chart nutritional values of fresh, frozen and canned products; various types of meats (canned, smoked, marinated).</p> <p>Investigate food additives: visit bakery to discuss chemicals used and why; read current articles, etc. Discuss findings in class.</p> <p>Develop a historical mural on food processing and preservation. (before refrigeration, use of dehydration, use of radiation)</p>	<p>1.10 4.18 1.11 5.8 1.12 6.13 2.3 2.4 2.6 2.7 2.8 2.10 2.24 4.4</p>

COMPETENCY III: Critically evaluate food selection.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Many factors influence an individual's selection of food.</p>	<p>Determine costs of food by:</p> <ol style="list-style-type: none"> (1) Planning a week's menu on the amount of money a single person or retired people spend on food. (2) Listing inexpensive substitutes for expensive dishes that might help keep costs down. (3) Collecting recipes for surplus food. (4) Checking the USDA commodities in the school lunch program and USDA commodities for welfare recipients-- check food stamps. (5) Discussing food stamp program for the poor. (6) Determining the cost of a Type A lunch, the cost to produce with price to charge for school lunch, home packed lunch, etc. <p>Evaluate quackery in nutrition. Possible individual and/or group reports might be:</p> <ol style="list-style-type: none"> (1) Determine why nutritional quackery is so prevalent and how it would eliminate it. (2) Select books from the recommended list and show why they are recommended. (3) Prepare and administer a food fact test to a sample group in your class. (4) Select several food fallacies and reasons to show why they are fallacies. (5) Visit food store for material on food labeling. Analyze the literature. Compare U.S. Health, Education, and Welfare Department's recommendations.

critically evaluate food selection.

	SAMPLE LEARNING EXPERIENCES	RESOURCES	
nce an ion of	<p>Determine costs of food by:</p> <p>(1) Planning a week's menu on the amount of money welfare or retired people spend on food.</p> <p>(2) Listing inexpensive substitutes for meats or inexpensive dishes that might help keep food costs down.</p> <p>(3) Collecting recipes for surplus foods.</p> <p>(4) Checking the USDA commodities in use in the school lunch program and USDA commodities available to welfare recipients-- check food value.</p> <p>(5) Discussing food stamp program for welfare recipients</p> <p>(6) Determining the cost of a Type A lunch. Compare cost to produce with price to child. Compare school lunch, home packed lunch, drive-in lunch for cost, nutritional value, calories, satisfaction.</p> <p>Evaluate quackery in nutrition. Possible individual and/or group reports might be:</p> <p>(1) Determine why nutritional quackery exists and what would eliminate it.</p> <p>(2) Select books from the recommended and not recommended lists: read and show why they appear on the list they do.</p> <p>(3) Prepare and administer a food fad and fallacy test. Give test to a sample group in your community.</p> <p>(4) Select several food fallacies and outline scientific reasons to show why they are fallacies. (soil depletion, subclinical deficiencies)</p> <p>(5) Visit food store for material on food additives. Analyze the literature. Compare to literature from U.S. Health, Education, and Welfare and Today's Health.</p>	<p>1.2</p> <p>1.6</p> <p>1.9</p> <p>1.19</p> <p>1.20</p> <p>1.22</p> <p>1.23</p> <p>1.27</p> <p>2.1</p> <p>2.3</p> <p>2.5</p> <p>2.6</p> <p>2.7</p> <p>2.8</p> <p>2.9</p> <p>2.10</p> <p>2.19</p> <p>2.20</p> <p>2.21</p> <p>2.22</p> <p>2.24</p> <p>2.25</p> <p>2.26</p> <p>2.27</p> <p>3.2</p> <p>4.2</p> <p>4.6</p> <p>4.8</p> <p>4.12</p> <p>5.7</p>	<p>5.8</p> <p>5.9</p> <p>6.4</p> <p>6.11</p> <p>6.15</p> <p>6.17</p> <p>6.23</p> <p>7.4</p> <p>7.7</p> <p>7.9</p> <p>8.1</p> <p>8.2</p> <p>8.6</p> <p>8.7</p> <p>9.1</p> <p>11.2</p> <p>11.3</p> <p>12.1</p> <p>12.3</p> <p>12.6</p> <p>12.9</p> <p>12.14</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>(6) Report on cost and nutritional value of supplementary food programs. Check</p> <p>(7) Analyze nutrients of several "health foods" and compare to "ordinary foods".</p> <p>(8) Report on laws which protect the consumer in food reporting, use actual examples. (1) products, additives, fill of packages.</p> <p>(See Consumer Health and Community Health)</p>

SAMPLE LEARNING EXPERIENCES

- (6) Report on cost and nutritional value of several supplementary food programs. Check F.D.A. reports.
- (7) Analyze nutrients of several "health foods" and compare to "ordinary foods".
- (8) Report on laws which protect the consumer. When reporting, use actual examples. (labels from products, additives, fill of package, etc.)

(See Consumer Health and Community Health Units)

RESOURCES

NUTRITION EDUCATION RESOURCES

(Preview all films; Review all material)

(* Teacher Reference)

1.0 BOOKS

- 1.2 Deutsch, Ronald M. THE NUTS AMONG THE BERRIES. Ballentine, 1960
- 1.4 Leverton, Ruth M. FOOD BECOMES YOU. Doubleday, 1960
- 1.5 Maddox, Gaynor. DIETS FOR TEEN-AGERS. Avon
- 1.6 Maddox, Gaynor. SLIM DOWN, SHAPE UP FOR TEEN-AGERS. Avon, 1960
- 1.9 Stare, Fredrick J. EATING FOR GOOD HEALTH. Doubleday, 1964
- 1.10 Irving, George W. and Hoover, Sam R. (eds.) FOOD QUALITY: EFFECTS OF PROCESSING. A.A.S.A.
- 1.11 CONSUMERS ALL. United States Department of Agriculture. 1965
- 1.12 FOOD. United States Department of Agriculture. 1959 Yearbook
- 1.13 Spock, B. and Lowenberg, M. FEEDING YOUR BABY AND CHILD. Pocket Books, 1960
- 1.14 Fleck, H.G. and Munues, E. EVERYBODY'S BOOK OF MODERN DIET AND NUTRITION. Random House, 1960
- 1.15 Burgess, Ann and Dean, R.F.A. MALNUTRITION AND FOOD HABITS. Lippincott, 1960
- 1.16 Burton, Benjamin T. (ed.) THE HEINZ HANDBOOK OF NUTRITION. McGraw-Hill, 1960
- *1.17 Eppright, E., Pattison, M., and Barbour, H. TEACHING NUTRITION IN THE CLASSROOM. Holt, 1960
- 1.18 Fleck, Henrietta, and Munues, Elizabeth D. INTRODUCTION TO NUTRITION. Holt, 1960
- 1.19 Cook, James. REMEDIES AND RACKETS, THE TRUTH ABOUT PATENT MEDICINES. Lippincott, 1960
- 1.20 Cooper, Lenna and others. NUTRITION IN HEALTH AND DISEASE. Lippincott, 1960
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2.0 FOOD AND DRUG ADMINISTRATION, SEATTLE DISTRICT, FEDERAL OFFICE BUILDING,
SEATTLE, WASHINGTON 98104

- 2.1 Your Money and Your Life
- 2.2 From Hand to Mouth
- 2.3 What Consumers Should Know About Food Additives
- 2.4 Cold Facts About Food Production
- 2.5 Food Facts and Fallacies
- 2.6 What Consumers Should Know About Food Standards
- 2.7 Federal Foods, Drugs, and Cosmetics Act
- 2.8 The Use of Chemicals In Food Production, Processing, Storage, and
- 2.9 Read the Label
- 2.10 New Problems of Food Safety

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT OF
WELFARE, WASHINGTON, D. C. 20201

- 2.11 Gallstones--Gall Bladder
- 2.12 Constipation
- 2.13 Facts About Nutrition
- 2.14 Hemorrhoids

OFFICE OF INFORMATION, UNITED STATES DEPARTMENT OF AGRICULTURE AND
DIVISION, WASHINGTON, D. C. 20402

- 2.19 Family Fare--Food Management and Recipes
- 2.20 Family Budgeting--For Good Meals and Good Nutrition
- 2.21 Food For Families With School Children
- 2.22 Conserving the Nutritive Values in Foods
- 2.23 Food and Your Weight
- 2.24 Nutritive Value of Foods
- 2.25 National School Lunch Act (H.R. 3370)
- 2.26 Ellender Amendment (S. 3467)
- 2.27 A Menu Planning Guide For Type A Lunch (PA 719)
- 2.28 Eat A Good Breakfast

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3.0 FILMSTRIPS

- 3.1 The Food Store, EBF
- 3.2 Keep Food From Spoiling, EBF
- 3.3 Disease and Diet, TL

4.0 FILMS

- 4.1 The Fat American, WSH
- 4.2 The Misery Merchants, WSH
- 4.3 Safe Food, WSH
- 4.4 Miracles From Agriculture, CWSE
- 4.6 The Merchants of Menace, AMA
- 4.7 The Invaders, WSH (Food Sanitation)
- 4.8 Chemicals Vital to Our Food, WSH
- 4.9 Digestion, UW
- 4.10 Human Body, Nutrition and Metabolism, Coronet
- 4.11 Food For Life, WSH
- 4.12 Nutrition Sense and Nonsense, WSH
- 4.13 Hungry Angels, WSH
- 4.15 Obesity, EBF
- 4.16 Facts About Figures, WSH
- 4.17 Food For Thought, Assoc
- 4.18 Design for Dining, Assoc
- 4.19 Better Breakfast U.S.A., WSH
- 4.20 Mystery In The Kitchen, WSH
- 4.21 The Owl and Fred Jones, WSH
- 4.22 Losing To Win, TL
- 4.23 Food, The Color of Life, WDC

5.0 AMERICAN MEDICAL ASSOCIATION, 535 NORTH DEARBORN STREET, CHICAGO, ILLINOIS 60610

- 5.1 The Healthy Way to Weigh Less
- 5.2 Operation: Diet Right
- 5.3 Your Age and Your Diet
- 5.5 Vitamin Supplements and Their Correct Use
- 5.6 Can Food Make the Difference?
- 5.7 Merchants of Menace
- 5.8 Statements and Decisions of the Council on Foods and Nutrition

AMERICAN DIETETIC ASSOCIATION, 620 NORTH MICHIGAN AVENUE, CHICAGO

5.9 Food Facts Talk Back

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- 6.3 Rubin, T.I. "Advice to Dieters From a Formerly Fat Psychiatrist".
- 6.4 Oser, Bernard L. "How Safe Are the Chemicals in Our Food"? March
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- 6.8 Maddox, Gaynor. "Colonial Recipes For the Jet Age". December, 19
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- 6.10 Maddox, Gaynor. "Meeting Our Mineral Needs". April, 1962
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- 6.13 Sebrell, W.H., Jr., M.D. "The Story of Enriched Bread". September
- 6.14 Trulson, Martha F. and Stare, Frederick J. "The Great Balancing A
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7.0 WASHINGTON STATE DAIRY COUNCIL, 2366 EASTLAKE AVENUE EAST, ROOM
OR 323 PEYTON BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON

- 7.1 Choose Your Calories By the Company You Keep
- 7.2 Snacks? Why? When? What? How?
- 7.3 A Girl and Her Figure
- 7.4 Weight Watching Tips for Teens
- 7.5 Your Calorie Catalog
- 7.6 A Boy and His Physique
- 7.7 Nutritional Handbook for Family Food Counseling
- 7.8 Breakfast's Ready
- 7.9 Food Science and How It Began
- 7.10 How Your Body Uses Food
- 7.11 Breakfast Makes the Difference
- 7.12 My Food Score
- 7.13 My Reflections
- 7.14 Comparison Cards for Teen-Agers
- 7.15 Food For Young People
- 7.16 What To Eat Before You Are Pregnant...
While You Are Pregnant...
After the Baby Comes...
- *7.17 Weight Control Source Book
- 7.18 Venture, Voyage, and Vitamins
- 7.19 It All Depends On You

8.0 STATE ATTORNEY GENERAL'S OFFICE, OLYMPIA, WASHINGTON 98501

- 8.1 A Consumers Protection Handbook

AGRICULTURAL EXTENSION SERVICE, WASHINGTON STATE UNIVERSITY, PUL
EXTENSION SERVICE, KING COUNTY OFFICE, 301 KING COUNTY COURTHOUSE

- 8.2 Food Facts Versus Fads
- 8.3 Food Patterns of Washington Adolescent Children

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BUILDING, NORTH 10 POST STREET, SPOKANE, WASHINGTON 99201

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Protection Handbook

EXTENSION SERVICE, WASHINGTON STATE UNIVERSITY, PULLMAN, WASHINGTON OR AGRICULTURAL
SERVICE, KING COUNTY OFFICE, 301 KING COUNTY COURTHOUSE, SEATTLE, WASHINGTON 98104

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DEPARTMENT OF NUTRITION, WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC AFFAIRS, WASHINGTON 98501

- 8.4 Fun Foods For Snacktime
- 8.5 Looking At Ourselves
- 8.6 Nutrition Books for Lay Readers (recommended and non-recommended)
- 8.7 Bibliography of Nutrition Education Materials
- 8.8 Food Service and Beverage Service Worker's Manual
- 8.9 Sanitation Guide for the School Lunch Program

SUPERVISOR, FOOD SERVICES, STATE OFFICE OF PUBLIC INSTRUCTION, OLYMPIA

- 8.10 Student Helper In School Food Service

9.0 PUBLIC AFFAIRS PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK

- 9.1 Food And Science
- 9.2 Personality "Plus" Through Diet

11.0 ANTI-TUBERCULOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE

- 11.1 An Adequate Breakfast Is a Must in a Reducing Diet
- 11.2 Eat to Live
- 11.3 More To Food Than Eating
- 11.4 Skin Care for Teen-Agers
- 11.5 Wonder of You

12.0 AMERICAN INSTITUTE OF BAKING, CONSUMER SERVICE DEPARTMENT, 400 EAST ON

- 12.1 Map Your Meals
- 12.2 Food and You
- 12.3 Food Sense and Nonsense
- 12.4 Weight Reduction Through Diet
- 12.5 Your Calorie Catalog
- 12.6 Enriched Bread
- 12.7 Score With Breakfast
- 12.8 Breakfast Sourcebook

DIET AND NUTRITION, WASHINGTON STATE DEPARTMENT OF HEALTH, PUBLIC HEALTH BUILDING, OLYMPIA, WASHINGTON 98501

Snacktime
for Oneselves
Recipes for Lay Readers (recommended and non-recommended)
List of Nutrition Education Materials
Food and Beverage Service Worker's Manual
Guide for the School Lunch Program

FOOD SERVICES, STATE OFFICE OF PUBLIC INSTRUCTION, OLYMPIA, WASHINGTON 98501

Menu for In School Food Service

DIET PAMPHLETS, 381 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016

Diets
"Plus" Through Diet

DIETOSIS LEAGUE OF KING COUNTY, 5118 ARCADE BUILDING, SEATTLE, WASHINGTON 98101

Breakfast Is a Must in a Reducing Diet

More Than Eating
for Teen-Agers

INSTITUTE OF BAKING, CONSUMER SERVICE DEPARTMENT, 400 EAST ONTARIO STREET, CHICAGO 6, ILLINOIS

Diets
and Nonsense
Dietation Through Diet
Catalog
and
Breakfast
Recipebook

- AMERICAN BAKERS ASSOCIATION, 20 NORTH WACKER DRIVE, CHICAGO
- 12.9 20 Years of Enrichment
- CEREAL INSTITUTE, INC., 135 SOUTH LASALLE, CHICAGO, ILLINOIS
- 12.13 Breakfast Sourcebook
- MANUFACTURING CHEMISTS ASSOCIATION, INC., 1825 CONNECTICUT AVE
- 12.14 Food Additives

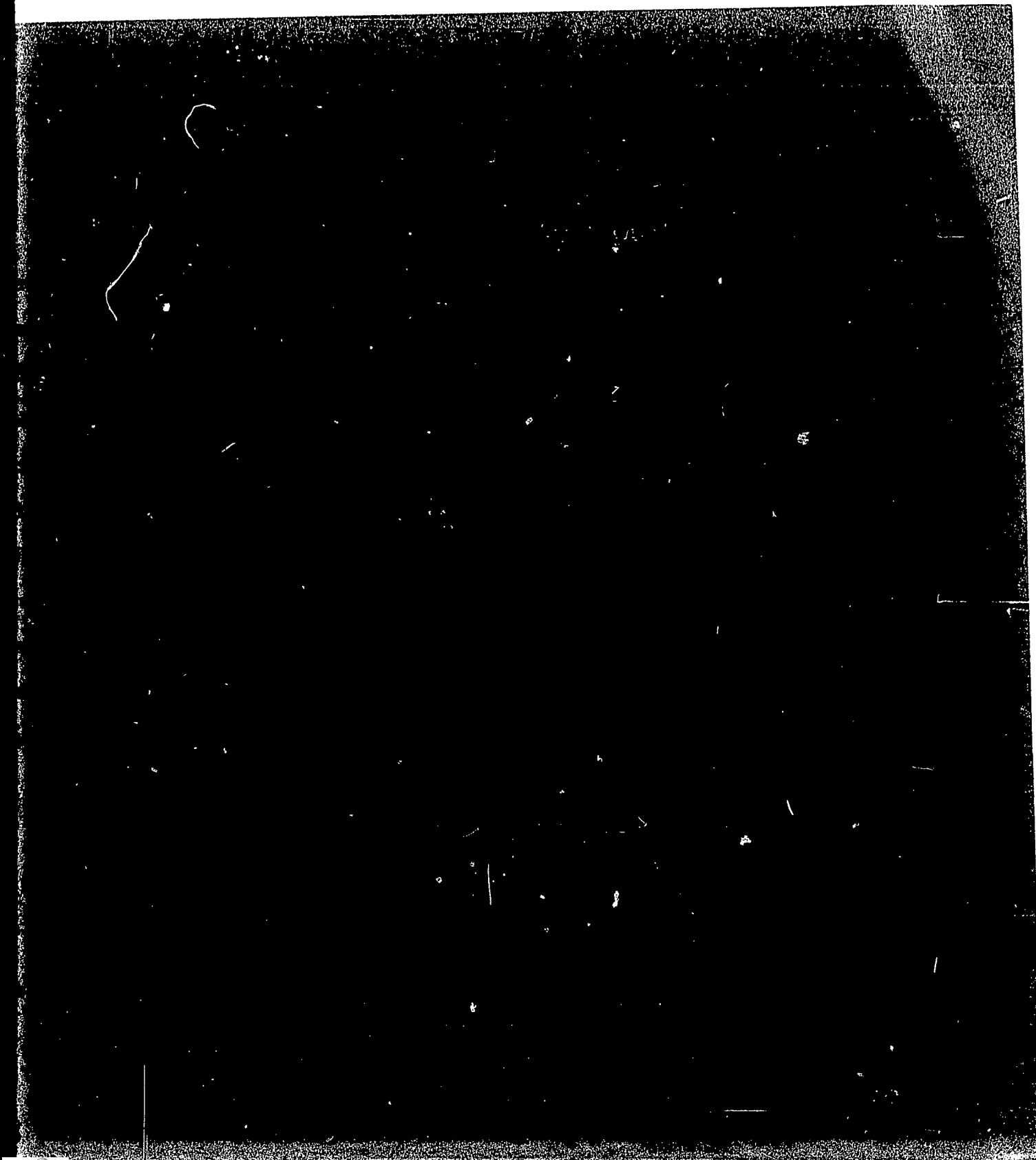
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CHEMISTS ASSOCIATION, INC., 1825 CONNECTICUT AVENUE N.W., WASHINGTON, D. C. 20402



COMPETENCY 1: Prevent accident through knowledge, attitudes, and skills.

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Knowledge about what you are doing, attitudes toward what you are doing, and skills in what you are doing generally determine whether an accident will happen.</p>	<p>Make lists on board: Column 1: places accidents may happen Column 2: sub-divide into specific area accident place (e.g., school, slide) Column 3: list possible causes of accidents in areas. (lack of knowledge, attitude of sufficient skill or all three) Underline those accidents class felt were avoidable</p> <p>Choose one accident area on which to write how it in that area could have been avoided by knowing knowledges, attitudes, or skills.</p> <p>Report with demonstration on proper operation of a. household appliances b. lawnmowers c. drills and saws (interview industrial arts or someone in industry)</p> <p>Investigate derivation of the word accident.</p> <p>Determine how safety lessons learned in chemistry, economics, and industrial arts classes can help the home and on the job.</p> <p>Select any recreational activity (fishing, camping, football, etc.) and investigate accidents that occur. Determine necessary knowledge, attitudes, and skills for safe participation in the activity. (physical conditioning, strength, skill attainment, rules, hazards)</p>

Prevent accident through knowledge, attitudes, and skills.

gh)	SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>What you does to- e doing, at you ly an open.</p>	<p>Make lists on board:</p> <p>Column 1: places accidents may happen</p> <p>Column 2: sub-divide into specific area accident took place (e.g., school, slide)</p> <p>Column 3: list possible causes of accidents in these areas. (lack of knowledge, attitude, or lack of sufficient skill or all three)</p> <p>Underline those accidents class felt were avoidable.</p> <p>Choose one accident area on which to write how accidents in that area could have been avoided by knowing certain knowledges, attitudes, or skills.</p> <p>Report with demonstration on proper operation of equipment.</p> <p>a. household appliances</p> <p>b. lawnmowers</p> <p>c. drills and saws (interview industrial arts teacher or someone in industry)</p> <p>Investigate derivation of the word accident.</p> <p>Determine how safety lessons learned in chemistry, home economics, and industrial arts classes can help later in the home and on the job.</p> <p>Select any recreational activity (fishing, camping, biking, football, etc.) and investigate accidents that occur. Determine necessary knowledge, attitudes, and skills for safe participation in the activity. (physical conditioning, strength, skill attainment, rules, hazards)</p>	<p>1.2</p> <p>4.1</p> <p>4.8</p> <p>4.24</p> <p>4.34</p> <p>4.37</p> <p>5.6</p> <p>6.24</p> <p>6.26</p> <p>6.29</p> <p>6.34</p> <p>6.43</p> <p>8.10</p> <p>8.15</p> <p>11.4</p> <p>11.6</p> <p>11.9</p> <p>11.10</p> <p>11.12</p> <p>11.13</p> <p>11.16</p> <p>11.17</p> <p>13.12</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
<p>Knowledge of potential hazards and acquisition of skills in recreational activities prevent accidents.</p> <p>Homes can be safety proofed.</p>	<p>Investigate accidents that occur in organized organized recreational activities. Discuss im</p> <p>Select panel of athletes in various sports to with class measures taken to prevent accidents ming, golf, soccer, football)</p> <p>Invite a member of a ski patrol to discuss saf skiing.</p> <p>Investigate community resources for safety edu hunting and fishing; invite a resource person department member or teacher from gun club, Ar cuss storage and handling of guns and ammuniti</p> <p>Invite speaker from city light, REA or PUD or to discuss safety and electricity in the home.</p> <p>Select a room in a home. Construct a model or changing things to make that room safer if pos all concerned. (Include attics, basements, pa etc.)</p> <p>Analyze the escape possibilities from each room home if a fire occurred.</p> <p>Analyze all the possibilities of areas or obje might contribute to falls in your home. Discu these are potential hazards.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ial tion tional	<p>Investigate accidents that occur in organized and un-organized recreational activities. Discuss implications.</p> <p>Select panel of athletes in various sports to discuss with class measures taken to prevent accidents. (swimming, golf, soccer, football)</p> <p>Invite a member of a ski patrol to discuss safety in skiing.</p> <p>Investigate community resources for safety education in hunting and fishing; invite a resource person (police department member or teacher from gun club, Army) to discuss storage and handling of guns and ammunition.</p> <p>Invite speaker from city light, REA or PUD or electrician to discuss safety and electricity in the home.</p> <p>Select a room in a home. Construct a model or drawing changing things to make that room safer if possible, for all concerned. (Include attics, basements, patio, porch, etc.)</p> <p>Analyze the escape possibilities from each room in your home if a fire occurred.</p> <p>Analyze all the possibilities of areas or objects that might contribute to falls in your home. Discuss why these are potential hazards.</p>	<p>2.0 11.5 4.10 11.16 4.17 13.7 4.21 4.38 4.39 6.22 6.32 6.36 6.39 6.44 6.46 7.1 11.1</p> <p>1.2 11.11 4.1 11.13 4.7 11.16 4.15 11.17 4.16 13.1 4.33 5.4 6.30 6.38 8.12 8.13 11.3 11.7 11.8</p>

COMPETENCY 1L: Assume individual and community responsibility

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES
Prevention of traffic accidents is a responsibility of pedestrians and drivers.	<p>Divide class into groups. Each group develop a situation which has potentials for an accident. Exchange situations with other groups and discuss the necessary factors for preventing an accident from happening. (Discuss factors such as courtesy, emotions, attitudes.)</p> <p>Puzz groups develop lists of rules for safe pedestrian. From these create master cards.</p> <p>Do a "what's right" and "what's wrong" (like an art department) using pictures, diagrams.</p>
Accepting the responsibility for baby sitting means having certain knowledges concerning safety and first aid.	<p>Discuss why maturity in judgement is necessary for a babysitter.</p> <p>Babysitters construct a notebook with the following information:</p> <ol style="list-style-type: none"> emergency telephone numbers general characteristics of children ages 3-4, 6-11; follow-up questions on how to handle accidents to anticipate possible situations needed outline possible first aid procedures needed snack suggestions for different age groups <p>Write situations that occurred while baby sitting in a box. Draw situations from the box and discuss what was done or should have been done.</p>

Assume individual and community responsibility for accident prevention.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ic onsi- ns and	<p>Divide class into groups. Each group construct a situation which has potentials for a traffic accident. Exchange situations with other groups. Groups role play or discuss the necessary factors for preventing that accident from happening. (Discuss all factors involved: courtesy, emotions, attitudes.)</p> <p>Puzz groups develop lists of rules for being a good pedestrian. From these create master list on board.</p> <p>Do a "what's right" and "what's wrong" series (work with art department) using pictures, diagrams, photos, drawings.</p>	<p>2.4 11.2 11.14 11.15 11.16 11.17</p>
onsi- tting n ng d.	<p>Discuss why maturity in judgement is a prerequisite for a babysitter.</p> <p>Babysitters construct a notebook with the following information:</p> <ul style="list-style-type: none"> a. emergency telephone numbers b. general characteristics of children 1-2, 3-4, 6-11; follow with tips to babysitters on how to handle children, accidents to anticipate, etc. c. outline possible first aid that will be needed d. snack suggestions, games, stories for different age groups <p>Write situations that occurred while babysitting and place in a box. Draw situations from box and discuss what was done or should have been done.</p>	<p>1.1 1.3 1.4 1.5 1.6 2.6 4.18</p>

CONCEPTS (Junior High)	SAMPLE LEARNING EXPERIENCES	SAMPLE
	<p>Organize a panel of parents and students and parents expect of babysitter and what sitters expect of parents. (A doctor or nurse might be included in the panel.)</p> <p>Develop code for babysitters and parents.</p> <p>(See Family Health Unit)</p>	<p>gan ren ren nel vel (Se</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>organize a panel of parents and students and discuss what parents expect of babysitter and what sitter needs from parents. (A doctor or nurse might be included on the panel.)</p> <p>develop code for babysitters and parents.</p> <p>(See Family Health Unit)</p>	

COMPETENCY 1: Prevent accidents through knowledge, attitudes, and skills

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Time, money, and human resources are lost through accidents.</p> <p>Pleasure in recreational activities for all concerned comes partly from observance of safety factors.</p>	<p>Develop "characteristic lists" of the "accident-prone" versus the "safety-minded man".</p> <p>Chart the epidemiology of an accident which you or someone you know. (environment, attention, etc.)</p> <p>Select an area of recreation one wishes to participate in. Write a paper on knowledges and skills needed to participate in the activity. Stress the potential hazard and how it is minimized by this knowledge and skill. (Give students might then prepare an audio-visual presentation of their findings to the class.)</p> <p>Invite resource people to discuss recreation safety. (Coast Guard-- boating safety; mountaineering-- mountain safety)</p> <p>Demonstrate safe ways to aid individuals in danger of drowning-- if you are a life saver, show how to help someone who can swim but have not had life saving, and how to help a non-swimmer. (Use props if possible.)</p> <p>Discuss the relationship of accidents, rules, and courtesy.</p>

accidents through knowledge, attitudes, and skills.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
ed ce	Develop "characteristic lists" of the "accident-prone man" versus the "safety-minded man".	1.2 4.40 1.3 11.4 1.12 11.6
	Chart the epidemiology of an accident which happened to you or someone you know. (environment, attitudes, equipment, etc.)	2.4 12.4 4.25 4.27 4.28
	Select an area of recreation one wishes to investigate. Write a paper on knowledges and skills needed to enjoy the activity. Stress the potential hazards that are minimized by this knowledge and skill. (Groups of students might then prepare an audio-visual summary presentation of their findings to the class.)	2.7 4.36 6.36 8.11 11.1 11.5 11.16 11.17
	Invite resource people to discuss recreational safety. (Coast Guard-- boating safety; mountaineers-- climbing)	
	Demonstrate safe ways to aid individuals who are in danger of drowning-- if you are a life saver, if you can swim but have not had life saving, and if you are a non-swimmer. (Use props if possible.)	
	Discuss the relationship of accidents, rules, equipment, and courtesy.	

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Develop a bulletin board or charts on:</p> <ol style="list-style-type: none"> comparisons of deaths from diseases and accidents accident rates at different ages and for boys and girls injuries from accidents costs of accidents deaths from various types of accidents and at various age levels <p>Investigate the attitudes and programs of various industries toward accident prevention. Discuss the application of the rules developed by industry to everyday life. (i.e., a railroad rule stresses courtesy, prohibits practical jokes, prohibits scuffling and wrestling, prohibits throwing materials, requires clean premises, etc.)</p> <p>Read articles on accident research. Share what has been learned through class discussion.</p> <p>Discuss the relationship of mental health topics to this unit.</p> <p>Write a paragraph on "Is Safety Valued In Our Society?"</p> <p>(See Mental Health Unit)</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Develop a bulletin board or charts on:</p> <ul style="list-style-type: none"> a. comparisons of deaths from diseases and accidents b. accident rates at different ages and for boys and girls c. injuries from accidents d. costs of accidents e. deaths from various types of accidents and at various age levels <p>Investigate the attitudes and programs of various industries toward accident prevention. Discuss the application of the rules developed by industry to everyday life. (i.e., a railroad rule stresses courtesy, prohibits practical jokes, prohibits scuffling and wrestling, prohibits throwing materials, requires clean premises, etc.)</p> <p>Read articles on accident research. Share what has been learned through class discussion.</p> <p>Discuss the relationship of mental health topics to this unit.</p> <p>Write a paragraph on "Is Safety Valued In Our Society?"</p> <p>(See Mental Health Unit)</p>	

COMPETENCY 11: Assume individual and community responsibility for accident prevention

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Individual drivers can reduce accidents involving moving vehicles. (Driver education is advised for all individuals who plan to get or who already have a driver's license.)</p>	<p>Investigate the relationships of the following factors to automobile accidents. Share findings through charts, displays, bulletin boards, etc.</p> <ol style="list-style-type: none"> 1. age, males, females 2. rural and urban areas, freeways 3. eye sight (color blindness), fatigue and other physical conditions 4. menstruation 5. drugs and alcohol (moderate and heavy use of) 6. condition of car 7. weather conditions, time of day, and road conditions 8. driving attitudes (concept of self) 9. suicide and homicide-- traffic fatalities 10. driver education 11. physical handicaps (special equipment on cars) <p>Invite a resource person to discuss "defensive driving" and to give perception tests, reaction time tests.</p> <p>Develop through class discussion a list of physical factors which may affect one's driving. (color blindness, drugs taken regularly, visual defects, fatigue, emotions) Discuss the adjustment a driver should make to factors which affect him.</p> <p>Investigate through committee activity, sunglasses, tinted glass, safety glass, and visors as to their effectiveness in protection of the eyes. Discuss decisions you would make in purchasing from the results of the investigation.</p>

vidual and community responsibility for accident prevention.

SAMPLE LEARNING EXPERIENCES	RESOURCES
Investigate the relationships of the following factors to automobile accidents. Share findings through reports, charts, displays, bulletin boards, etc.	1.2 8.8 1.3 8.9 1.10 11.18 1.11 11.19
1. age, males, females 2. rural and urban areas, freeways 3. eye sight (color blindness), fatigue and other physical conditions 4. menstruation 5. drugs and alcohol (moderate and heavy use of alcohol) 6. condition of car 7. weather conditions, time of day, and road conditions 8. driving attitudes (concept of self) 9. suicide and homicide-- traffic fatalities 10. driver education 11. physical handicaps (special equipment on cars)	4.2 4.5 4.6 4.8 4.9 4.14 4.23 4.27 4.29 4.30 4.31 4.32 4.35
Invite a resource person to discuss "defensive driving" and to give perception tests, reaction time tests, etc.	5.1 5.2 5.3
Develop through class discussion a list of physical factors which may affect one's driving. (color blindness, drugs taken regularly, visual defects, fatigue, emotions) Discuss the adjustment a driver should make to factors which affect him.	5.5 5.7 6.19 6.21 6.33
Investigate through committee activity, sunglasses, tinted glass, safety glass, and visors as to their effectiveness in protection of the eyes. Discuss what decisions you would make in purchasing from the results of the investigation.	8.3 8.4 8.5 8.6 8.7

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Analyze the possible reasons why a driver causes accidents with other cars, etc.</p> <p>Take own car to highway department check station. Report back to class which parts of the car this is checked for and why these are checked.</p> <p>Determine the various causative factors of accidents. Chart who is responsible for eliminating factors.</p> <p>Visit traffic court. Discuss verdicts. Are they realistic?</p> <p>Find information and report on:</p> <ol style="list-style-type: none"> 1. the manufacturing of safe cars 2. the use of seat belts (various types) 3. car maintenance and accidents 4. laws relating to long or wide loads (trucks, mobile homes) <p>Examine accident report forms and discuss them out. Discuss reliability of statements leading to accidents and individuals involved in accidents (film 4.35.)</p> <p>Discuss statement: "Bicycles and motor bikes are more hazardous than cars." Investigate regulations governing motor bikes and motorcycles.</p>

SAMPLE LEARNING EXPERIENCES	RESOURCES
<p>Analyze the possible reasons why a driver speeds, races other cars, etc.</p> <p>Take own car to highway department check station. Report back to class which parts of the car this check involves and why these are checked.</p> <p>Determine the various causative factors of accidents. Chart who is responsible for eliminating each cause.</p> <p>Visit traffic court. Discuss verdicts. Are penalties realistic?</p> <p>Find information and report on:</p> <ol style="list-style-type: none"> 1. the manufacturing of safe cars 2. the use of seat belts (various types) 3. car maintenance and accidents 4. laws relating to long or wide loads (boat trailers, trucks, mobile homes) <p>Examine accident report forms and discuss how to fill them out. Discuss reliability of statements of witnesses to accidents and individuals involved in accidents. (Use film 4.35.)</p> <p>Discuss statement: "Bicycles and motor bikes are more hazardous than cars." Investigate regulations concerning motor bikes and motorcycles.</p>	<p>11.15 11.16 11.17 13.3 13.6</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Parental responsibility will include protection of children and their safety education.</p>	<p>Discuss whether one should drive home after drinking if not what are the alternatives; discuss what to do if you were to be a passenger in a car of a driver who had been drinking.</p> <p>Demonstrate drunkometer used in evaluating alcohol concentration in blood.</p> <p>(See Drug Education, Alcohol Education, Mental Health, and Anatomy and Physiology Units)</p> <p>Develop charts for accident rates of children in own community by sex, age, place, and types of accidents. Compare to national figures.</p> <p>Make a map of the neighborhood showing hazards to children (pools, wells, driveways, unlocked streets, unlocked cars, poisonous trees or bushes).</p> <p>Discuss the relationship of discipline to accident prevention.</p> <p>Relate developmental characteristics of children to types of accidents that can be anticipated that they might be involved in.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Discuss whether one should drive home after drinking and if not what are the alternatives; discuss what you would do if you were to be a passenger in a car of a driver who had been drinking.</p> <p>Demonstrate drunkometer used in evaluating alcohol concentration in blood.</p> <p>(See Drug Education, Alcohol Education, Mental Health, and Anatomy and Physiology Units)</p> <p>Develop charts for accident rates of children in your own community by sex, age, place, and types of accidents. Compare to national figures.</p> <p>Make a map of the neighborhood showing hazards to children (pools, wells, driveways, unlocked storerooms, unlocked cars, poisonous trees or bushes).</p> <p>Discuss the relationship of discipline to accident prevention.</p> <p>Relate developmental characteristics of children to types of accidents that can be anticipated that they will have.</p>	<p>1.4 6.40 1.6 6.45 1.12 8.14 2.2 13.1 2.3 13.2 2.5 13.4 4.3 4.7 4.19 4.20 4.26 6.23 6.28 6.37</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>Community resources help promote safety.</p>	<p>Analyze your own home. Show changes necessary to prevent accidents to children (i.e., gun cupboards, high latches on doors to stairways, medicines, cleaning fluids in high cupboards, electric outlets plugged, etc.). Committees take various pictures of home and show how it might be safety proofed to children.</p> <p>Devise games that parents might use to help children learn their names and addresses.</p> <p>Perform community service of taking poison prevention telephone stickers to homes with small children. Give explanation of the poison control center's role and tell mothers.</p> <p>Develop posters and talks to use at Parent-Teacher Association meetings, civic group meetings</p> <ul style="list-style-type: none"> (a) selecting safe toys (b) safety hazards of clothes (c) locking in poisons (d) your neighborhood and poisons <p>List city, county or state groups which promote safety (Red Cross, safety council, automobile club, fire department, police department, insurance company, industry) Investigate and report to class about each group. (In what ways does each group promote safety problems and needs found in your community)</p>

LEARNING EXPERIENCES	RESOURCES
<p>your own home. Show changes necessary to pre- accidents to children (i.e., gun cupboard locked, matches on doors to stairways, medicines, and ing fluids in high cupboards, electric outlets d, etc.). Committees take various parts of a and show how it might be safety proofed in relation ldren.</p> <p>games that parents might use to help children their names and addresses.</p> <p>m community service of taking poison control phone stickers to homes with small children; develop ation of the poison control center's services to others.</p> <p>op posters and talks to use at Parent-Teacher ation meetings, civic group meetings, etc. on: electing safe toys safety hazards of clothes locking in poisons our neighborhood and poisons</p> <p>city, county or state groups which promote safety. Cross, safety council, automobile club, health tment, police department, insurance company, try) Investigate and report to class the activities ch group. (In what ways does each group meet ems and needs found in your community?)</p>	<p>2.1 2.8 4.11 4.12 6.1 8.16</p>

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
	<p>Invite representatives from selected groups to meet with class. Prior to their visit submit questions from the class to the speakers.</p>

	SAMPLE LEARNING EXPERIENCES	RESOURCES
	<p>Invite representatives from selected groups to meet with class. Prior to their visit submit questions from the class to the speakers.</p>	

COMPETENCY III: Exhibit appropriate responses to hazardous and emergency situations.

CONCEPTS (Senior High)	SAMPLE LEARNING EXPERIENCES
<p>As a citizen, one prepares oneself for emergencies and disasters.</p>	<p>Compile a list through discussion of possible emergencies each individual should be prepared to meet. (Draw on observations and experiences of class members: bleeding, poisoning, epileptic seizures, faint attacks, suicide attempts.)</p> <p>Organize class into groups and give time for investigation of selected topics. (Interview neighbors, read, talk with neighbors, etc.) Then each group asks class questions and demonstrate selected emergency disaster procedures. (Where possible group in front of rest of class through practice session.) Use role-play if possible.</p> <p>(See next page.)</p>

Exhibit appropriate responses to hazardous and emergency situations.

	SAMPLE LEARNING EXPERIENCES	RESOURCES
prepares cies and	<p>Compile a list through discussion of possible emergencies each individual should be prepared to meet. (Base this on observations and experiences of class members: severe bleeding, poisoning, epileptic seizures, fainting, heart attacks, suicide attempts.)</p> <p>Organize class into groups and give time for thorough investigation of selected topics. (Interview fireman, read, talk with neighbors, etc.) Then each group answer class questions and demonstrate selected emergency or disaster procedures. (Where possible group instruct rest of class through practice session.) Use props if possible.</p> <p>(See next page.)</p>	<div> 1.16.14 1.86.15 1.96.16 4.46.17 4.136.18 4.226.20 6.46.25 6.66.27 6.76.31 6.86.35 6.96.41 6.106.42 6.118.1 6.128.2 6.13 </div>

School districts are referred to the American Red Cross Junior, Standard, Aid courses and the Medical Self-Help program for content and learning experiences competency.

It is recommended that appropriate responses be taught at the elementary with regular health instruction.

Some suggestions at the elementary level might be:

1. What to do when lost (Safety Education Unit)
2. How to use a telephone for an emergency (Safety Education Unit)
3. How to take care of minor wounds (Community Health Unit)
4. How to give mouth-to-mouth resuscitation (Anatomy and Physiology Unit)
5. Who you tell when you or someone else is hurt (Consumer Health Unit)
6. Which plants are not edible and what to do if someone eats these (Consumer Health Unit)
7. Proper use of medicine (Consumer Health Unit)

It is strongly suggested that first aid at the junior and senior high school be integrated into other health units. For example, instead of memorizing the symptoms for diabetic shock, the study of the endocrine system brings forth investigation of the metabolism. The symptoms of insufficient or excessive insulin then become apparent; at that time the conditions can naturally be included. First aid for burns can come into a unit in dealing with skin grafting and transplantation. First aid for eye injuries fits naturally into a unit on the eye. The aspect of first aid and disaster training has a tie to certain areas of health education.

ects are referred to the American Red Cross Junior, Standard, and Advanced First
Medical Self-Help program for content and learning experiences to develop this

ended that appropriate responses be taught at the elementary level in conjunction
struction.

tions at the elementary level might be:

- do when lost (Safety Education Unit)
- use a telephone for an emergency (Safety Education Unit)
- take care of minor wounds (Community Health Unit)
- give mouth-to-mouth resuscitation (Anatomy and Physiology Unit)
- tell when you or someone else is hurt (Consumer Health Unit)
- plants are not edible and what to do if someone eats these (Community Health Unit)
- use of medicine (Consumer Health Unit)

ly suggested that first aid at the junior and senior high school levels be integrated
s. For example, instead of memorizing the symptoms for diabetic coma and insulin
the endocrine system brings forth investigation of the metabolic disturbance, diabetes.
icient or excessive insulin then become apparent; at that time first aid for these
ly be included. First aid for burns can come into a unit including the skin, sunburn-
n. First aid for eye injuries fits naturally into a unit on sensory organs. Each
d disaster training has a tie to certain areas of health education.

SAFETY EDUCATION RESOURCES

(Review all materials; Preview all films)

1.0 BOOKS

- 1.1 FIRST AID TEXTBOOK. Fourth (or latest) edition. American National Red
- 1.2 Halsey, Maxwell N. (ed.) ACCIDENT PREVENTION. McGraw-Hill, 1961
- 1.3 Haddon, William Jr., M. D. and others. ACCIDENT RESEARCH. Harper, 1964
- 1.4 Goodspeed, Helen C. and others. CHILD CARE AND GUIDANCE. Lippincott, 1
- 1.5 Lowndes, Marion. MANUAL FOR BABY SITTERS. Little, 1949
- 1.6 Jenkins, Gladys G. and others. THESE ARE YOUR CHILDREN. Scott, 1953
- 1.8 Lord, Walter. A NIGHT TO REMEMBER. Holt, 1965
- 1.9 Moscow, Alvin. COLLISION COURSE. Putnam, 1959
- 1.10 PASSENGER CAR DESIGN AND HIGHWAY SAFETY (Proceedings of a Conference). A
Crippled Children (\$2.75).
- 1.11 McFarland, Ross A. and Moore, Roland C. YOUTH AND THE AUTOMOBILE. Asso
- 1.12 Henrich, Edith (Ed.). EXPERIMENTS IN SURVIVAL. Association for the Aid

2.0 FOOD AND DRUG ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 981

- 2.2 Protect Your Family Against Poisoning
- 2.3 Protect Your Home

PUBLIC INQUIRIES BRANCH, PUBLIC HEALTH SERVICE, UNITED STATES DEPARTMENT WELFARE, WASHINGTON, D. C. 20201

- 2.1 National Agencies Active in Accident Prevention
- 2.4 You Can Help to Belt America
- 2.5 Preventing Child Entrapment in Household Refrigerators
- 2.6 When Teenagers Take Care of Children (Guide for Babysitters)
- 2.8 How Safe Are Motel Pools?

2.7 UNITED STATES COAST GUARD, WASHINGTON, D. C. (13th COAST GUARD DISTRICT WASHINGTON

SAFETY EDUCATION RESOURCES

(Review all materials; Preview all films)

BOOK. Fourth (or latest) edition. American National Red Cross
1 N. (ed.) ACCIDENT PREVENTION. McGraw-Hill, 1961
m Jr., M. D. and others. ACCIDENT RESEARCH. Harper, 1964
en C. and others. CHILD CARE AND GUIDANCE. Lippincott, 1952
n. MANUAL FOR BABY SITTERS. Little, 1949
s G. and others. THESE ARE YOUR CHILDREN. Scott, 1953
A NIGHT TO REMEMBER. Holt, 1965
COLLISION COURSE. Putnam, 1959
DESIGN AND HIGHWAY SAFETY (Proceedings of a Conference). Association for the Aid of
Children (\$2.75).
s A. and Moore, Roland C. YOUTH AND THE AUTOMOBILE. Assoc. for the Aid of Crippled Children.
(Ed.). EXPERIMENTS IN SURVIVAL. Association for the Aid of Crippled Children (\$1.50)

ADMINISTRATION, 909 FIRST AVENUE, SEATTLE, WASHINGTON 98104

Family Against Poisoning
Home

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cies Active in Accident Prevention
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ld Entrapment in Household Refrigerators
s Take Care of Children (Guide for Babysitters)
Motel Pools?

COAST GUARD, WASHINGTON, D. C. (13th COAST GUARD DISTRICT, 619 SECOND AVENUE, SEATTLE,

4.0 FILMS

- 4.1 Kitchen Safety, McG
- 4.2 Broken Glass, WSH
- 4.3 Children at Play -- With Poison, WSH
- 4.4 That They May Live, ARC
- 4.5 Defensive Driving Tactics, WSH
- 4.6 Freeway Driving Tactics, WSH
- 4.7 One Day's Poison, WSH
- 4.8 Safety Through Seat Belts, WSH
- 4.9 Interrupted Morning, WSH
- 4.10 Midsummer's Nightmare, WSH
- 4.11 No Defense, WSH
- 4.12 The Smartest Kid In Town, WSH
- 4.13 The Unexpected Moment, WSH
- 4.14 Defense Driving Sense, Assoc
- 4.15 When Sally Fell, WSH
- 4.16 How To Have An Accident At Home, WSH
- 4.17 Be Water Wise, ARC
- 4.18 The Baby Sitter, McG
- 4.19 Terrible 2'S; Trusting 3'S, McG
- 4.20 Frustrating 4'S; Fascinating 5'S, McG
- 4.21 Ski--Ways To Safety, ARC
- 4.22 Medical Self-Help Series, WSH
- 4.23 Take A Look At The Odds, Assoc
- 4.24 Album of Public Safety, Assoc
- 4.25 Accident, Assoc
- 4.26 Poison In The House, Assoc
- 4.27 Get A Grip On Yourself, Assoc
- 4.28 An Accident Happens To Sam, Assoc
- 4.29 National Driver's Testing, McG
- 4.30 Alco Beat, Cahill
- 4.31 Red Light Return, Cahill
- 4.32 Freeway Driving Tactics, Cahill
- 4.33 The Challenge, Assoc
- 4.34 Why Drown, Assoc
- 4.35 Eye Of The Beholder, UC
- 4.36 Boats, Motors, and People, ARC
- 4.37 Lifting, Man's Age Old Problem, ELA
- 4.38 Ski Sense, ELA
- 4.39 Fun 'N Fathoms, ELA
- 4.40 One To A Customer, ELA

5.0 AMERICAN MEDICAL ASSOCIATION, DEPARTMENT OF COMMUNITY HEALTH AND HE
STREET, CHICAGO, ILLINOIS 60610

- 5.1 Are You Fit to Drive
- 5.2 Seat Belts Save Lives
- 5.4 How Are You Fixed For Poisons
- 5.5 Tune-Up For Driving
- 5.6 Well Done Is For Steak
- 5.7 Be a Medical Watchdog

AMERICAN BAR ASSOCIATION, 1155 EAST SIXTIETH STREET, CHICAGO 37, IL

- 5.3 Better Traffic Courts: Key to Safety

6.0 WORLD HEALTH

- 6.1 World Health. March, April, 1961 (special issue: ACCIDENTS)

TODAY'S HEALTH

- 6.4 Lader, Lawrence. "Boston's Burn Unit-- A Team That Saves Lives".
- 6.5 "Radioactive Fallout and Shelter". January, 1962
- 6.6 "Hygiene, Sanitation, and Vermin Control". February, 1962
- 6.7 "Water and Food". March, 1962
- 6.8 "Artificial Respiration". April, 1962
- 6.9 "Shock". May, 1962
- 6.10 "Bleeding and Bandaging". June, 1962
- 6.11 "Fractures and Splinting". July, 1962
- 6.12 "Transportation of the Injured". August, 1962
- 6.13 "Burns". September, 1962
- 6.14 "Nursing Care of the Sick and Injured". October, 1962
- 6.15 "Nursing Care of the Sick and Injured". November, 1962
- 6.16 "Infant and Child Care". December, 1962
- 6.17 "Emergency Childbirth". January, 1963
- 6.18 Dunlop, Richard. "Carbon Monoxide--The Unseen Killer". November,
- 6.19 Barcella, Ernest L. "Is Reckless Driving A Disease?" December, 19
- 6.20 Bloomquist, Edward R. "The Scratch That Kills". February, 1960
- 6.21 "State Trooper Develops Auto Safety Device". November, 1963
- 6.22 Vath, William R. "The Perilous Pleasures of Skin Diving". June, 1
- 6.23 Allen, John E., M. D. "Lead Poisoning: New Look at an Old Hazard".
- 6.24 Anderson, Kenneth N. "How the Experts Shop for Seatbelts". April,
- 6.25 Reed, Jim. "Tornado: Nature on a Rampage". May, 1963

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D. "Lead Poisoning: New Look at an Old Hazard". January, 1962
N. "How the Experts Shop for Seatbelts". April, 1963
ad "ure on a Rampage". May, 1963

- 6.26 Roalman, A. R. "How To Stay Alive This Vacation". August, 1961
- 6.27 Dunlop, Richard. "A Medical Tag Can Save Your Life". July, 1963
- 6.28 Frank, John R. "Aspirin, The Painkiller Can Also be a Childkiller".
- 6.29 Gagen, T. Wilfred. "Seat Belts: No Longer Why, But Why Not". July,
- 6.30 Hendrickson, Robert M. "You Can Prevent Poison Accidents". October
- 6.31 Higdon, Hal. "How to Survive a Disaster". May, 1962
- 6.32 "How to Enjoy Water Safely". June, 1962
- 6.33 Jacobs, Stanley S. "There's Hope for Teen-Age Drivers". March, 196
- 6.34 Johnson, William G. "Experience: What Does it Teach Us?" November,
- 6.35 "The Other Side of the Sun". July, 1960
- 6.36 Cullen, Arthur E. "How to Have a Safe Boat Trip". August, 1963
- 6.37 Daly, Eileen L. "Can Your Child Handle An Emergency". January, 196
- 6.38 Dark, Harris E. "A 20-Minute Safety Tour Can Save You and/or Your H
- 6.39 Orphan, Dennis. "How to Enjoy Winter Sports Safely". December, 196
- 6.40 Dark, Harris E. "His First Trip to School? Make it a Safe One". S
- 6.41 (First Aid Tips in each issue)
- 6.42 Matthew, Eileen Holm. "Flying Rescuers of the Northwest". May, 196
- 6.43 "Safe Power Mowing". July, 1966
- 6.44 Czura, Pete. "When You Camp Out". July, 1966
- 6.45 Webster, Daniel P. "Kidproofing the Backyard Pool". June, 1966
- 6.46 Hilligan, Earl and Maxwell, C. E. "Ride the Waves on Skis". August

7.0 IMAGINATION, INC., 4032 MARYLAND AVENUE NORTH, MINNEAPOLIS 27, MINNE

7.1 10 Little Hunters

8.0 STATE OFFICE OF PUBLIC INSTRUCTION, SUPERVISOR OF DRIVER AND SAFETY

- 8.3 Policies and Practices for Driver and Traffic Safety Education
- 8.4 Who is Liable for Pupil Injuries?
- 8.5 Driver Education Guide for Washington Schools
- 8.6 Motor Vehicle Laws of Washington
- 8.7 Vision and Driving (American Optometric Association)
- 8.8 Automobile Insurance. (Western Insurance Information Service)
- 8.9 Resource persons are available for Driver Education classes from the
 - 1. State Patrol--Safety Education Officers
 - Defensive Driving
 - Rules of the Road
 - Motor Vehicle Laws
 - 2. Washington Optometric Association--The Importance of Vision in D
 - 3. Wester Insurance Information Service--Automobile Insurance

To Stay Alive This Vacation". August, 1961
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 How to Enjoy Winter Sports Safely". December, 1962
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 ce. (Western Insurance Information Service)
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 Safety Education Officers
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 Rules of the Road
 Motor Vehicle Laws
 ometric Association--The Importance of Vision in Driving
 ce Information Service--Automobile Insurance

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WASHINGTON 98501

- 8.1 Medical Self-Help Lessons and Films
- 8.2 First Aid for Psychological Reactions in Disasters

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- 8.10 How to do it Yourself and Live to do it Again
- 8.11 Return of the Vacationer
- 8.12 Watch Out for "Detergent Gases"!
- 8.13 Cold Water Treatment of Burns
- 8.14 Poison Plants
- 8.15 Lessons From Lifting Louie
- 8.16 Coin-Operated Dry Cleaners

11.0 SEATTLE-KING COUNTY SAFETY COUNCIL, 715 THIRD AVENUE, SEATTLE, WASHINGTON 98101
(to select posters)

- 11.4 Accident Facts Yearbook
- 11.5 Posters--Vacation, Seasonal, Holiday
- 11.6 Posters--General
- 11.7 Posters--Falls
- 11.8 Posters--Cleanup
- 11.9 Posters--Clothing, Personal Protective Equipment
- 11.10 Posters--Chemicals and Gases
- 11.11 Posters--Fire and Explosion
- 11.12 Posters--Materials Handling
- 11.13 Posters--Machinery
- 11.14 Posters--Motor Transportation
- 11.15 Posters--Traffic
- 11.16 Safety Education Data Sheets (Specific Information for Teaching a Specific Problem: Bicycles, Matches, Falls, Hook and Line Fishing, Safe Use of Pesticides, etc.)
- 11.17 School Safety Lessons--Secondary Packet (30 lessons) \$1.50

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, 16 EAST 40TH STREET, NEW YORK 10018

- 11.18 This...Not This
- 11.19 Why Safety Glasses

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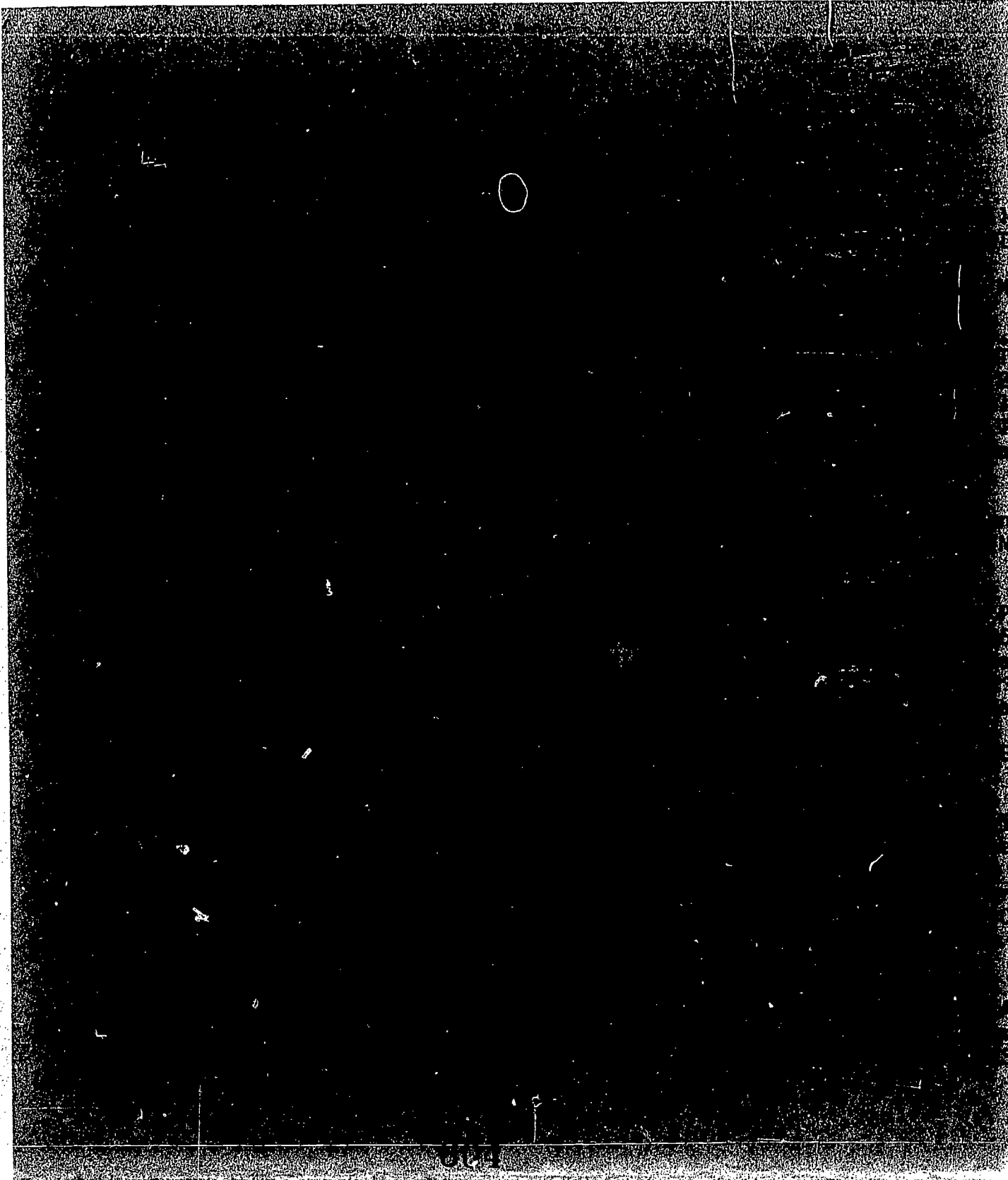
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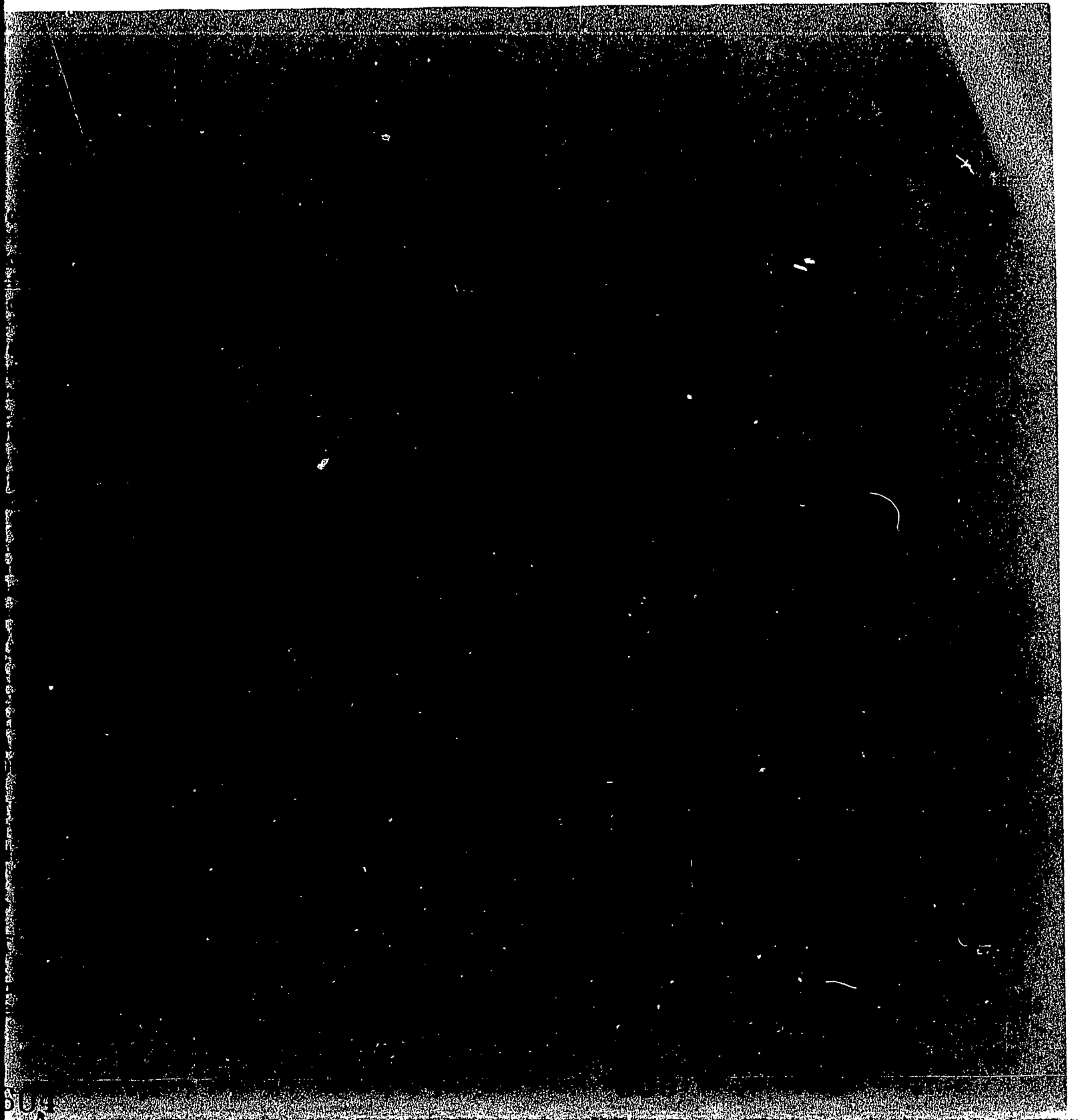
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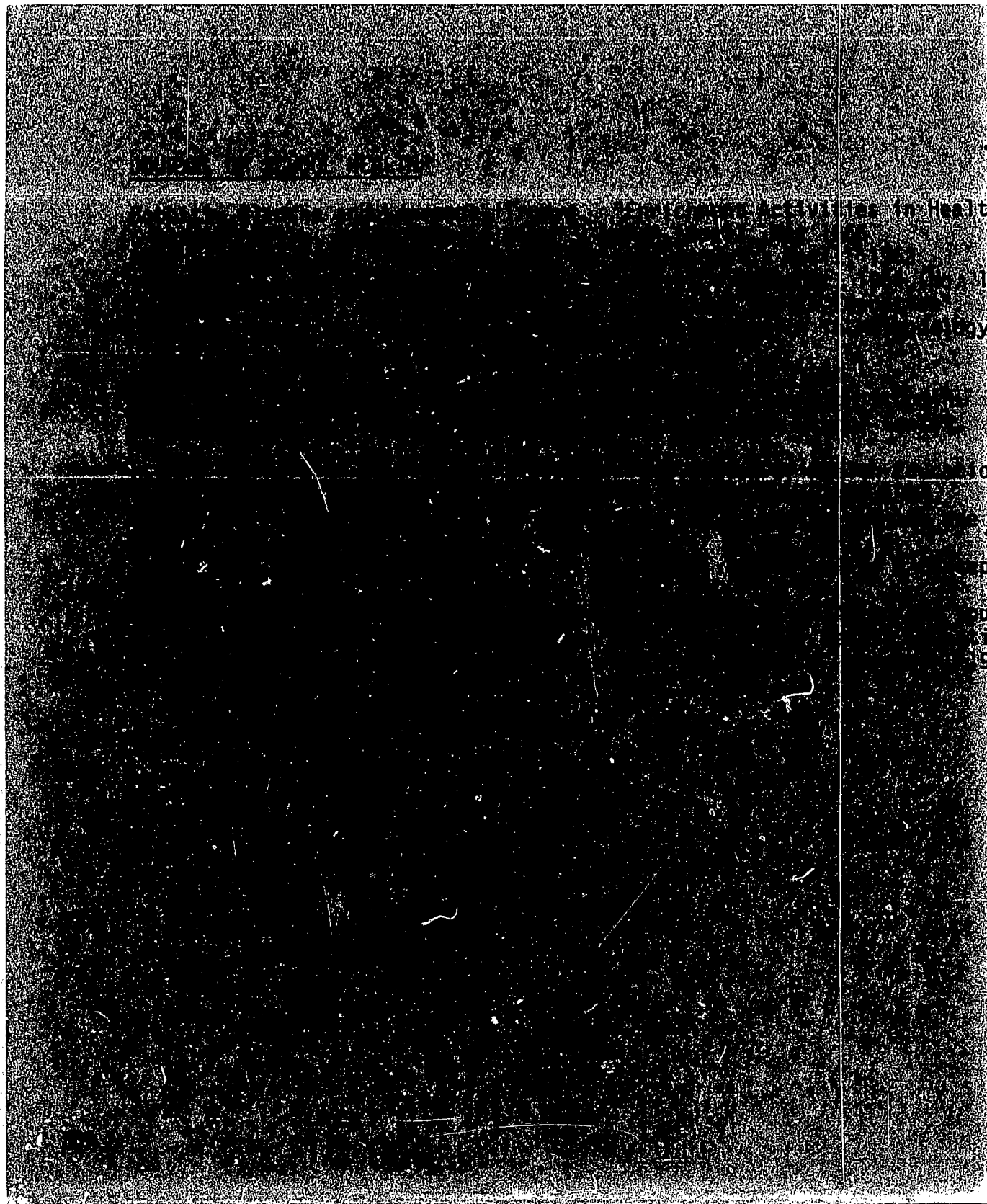
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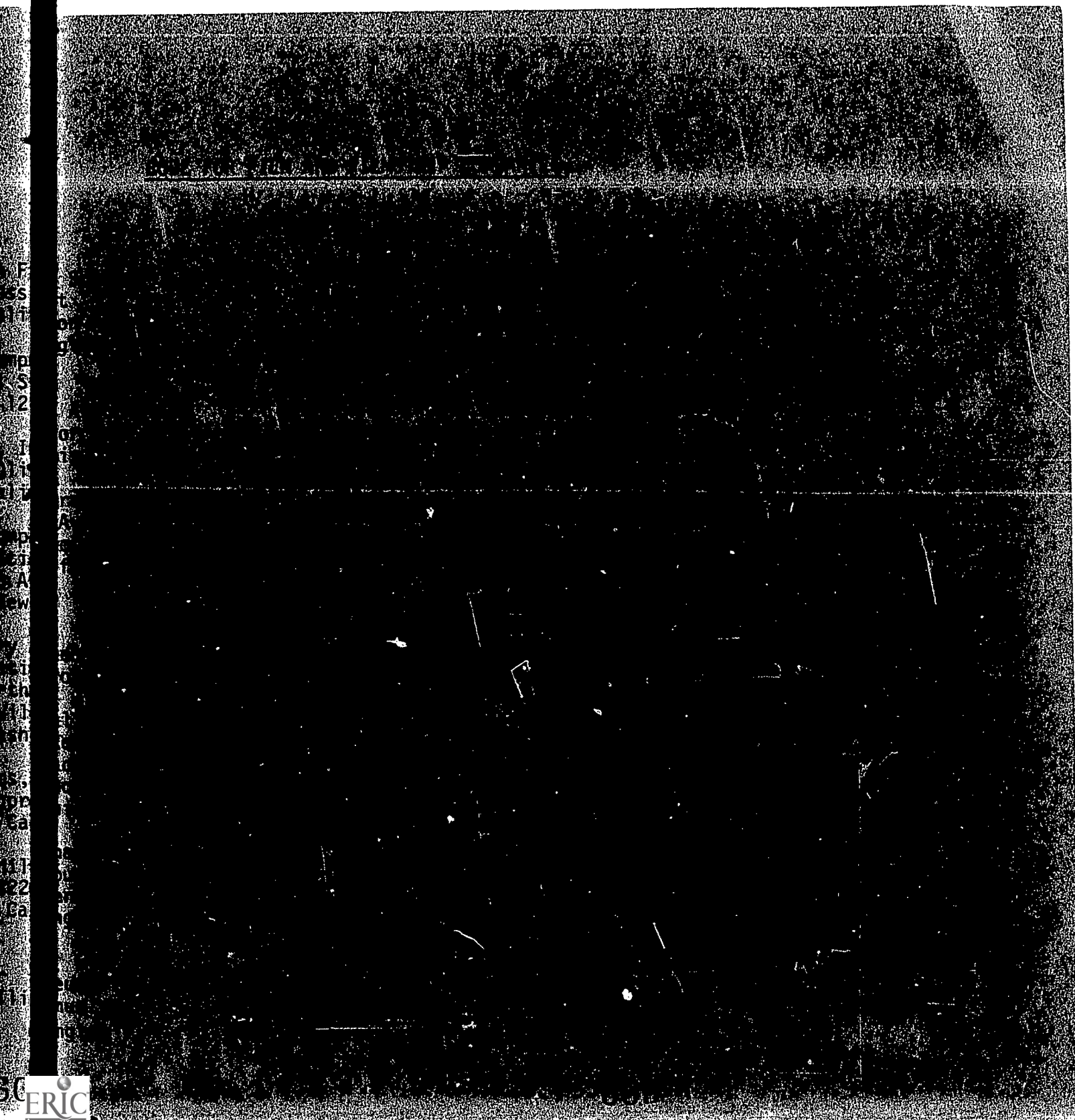


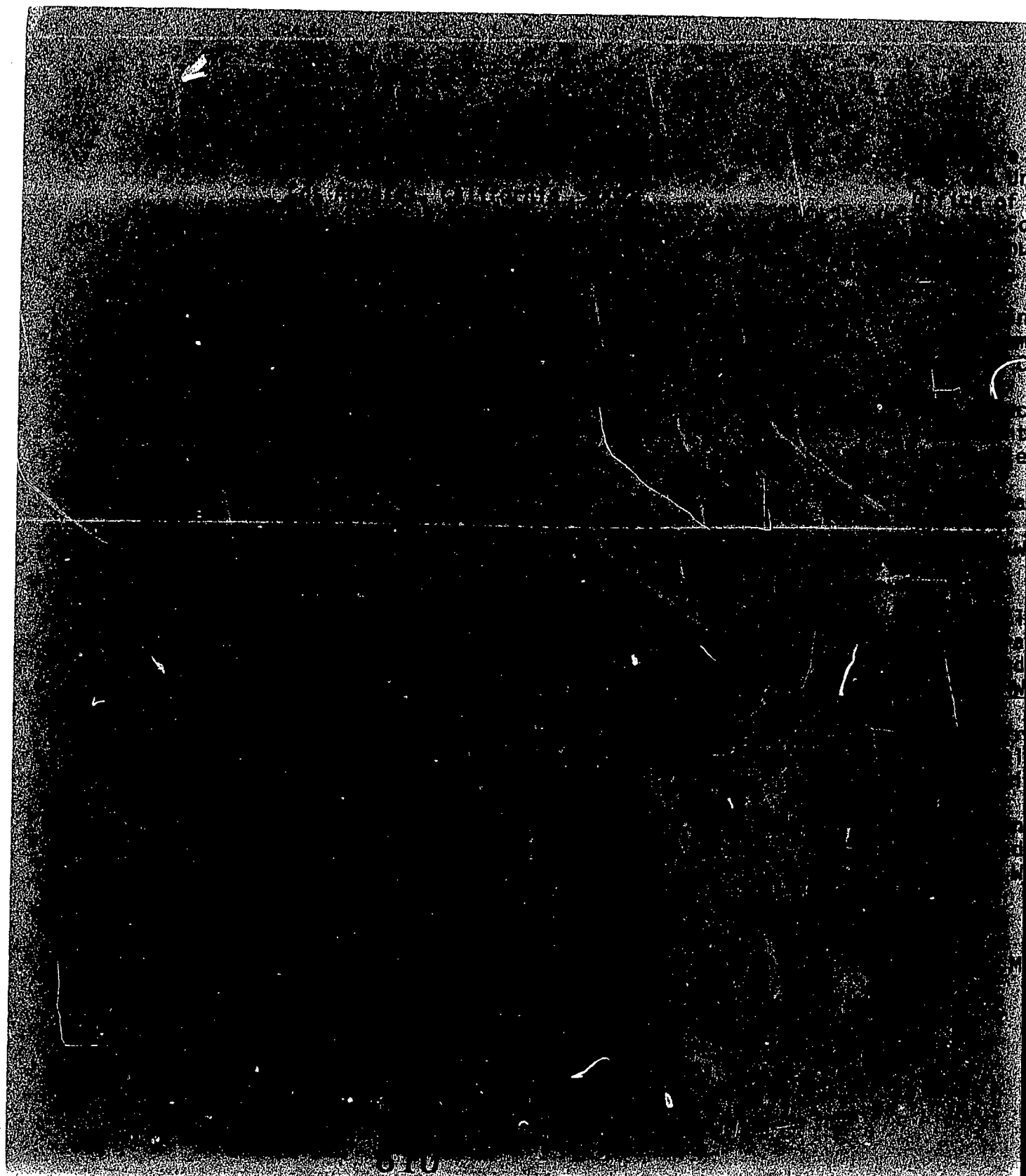


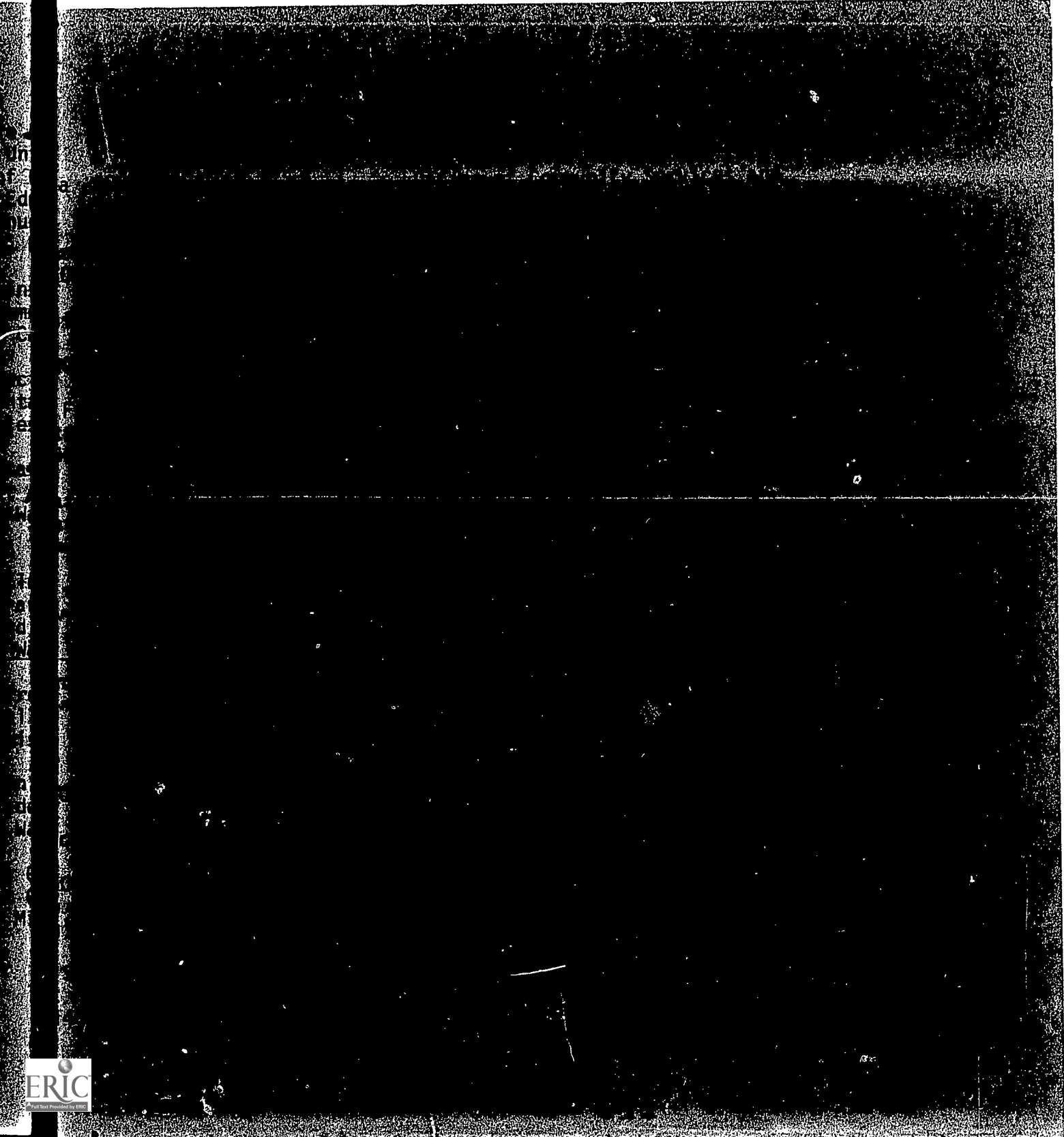


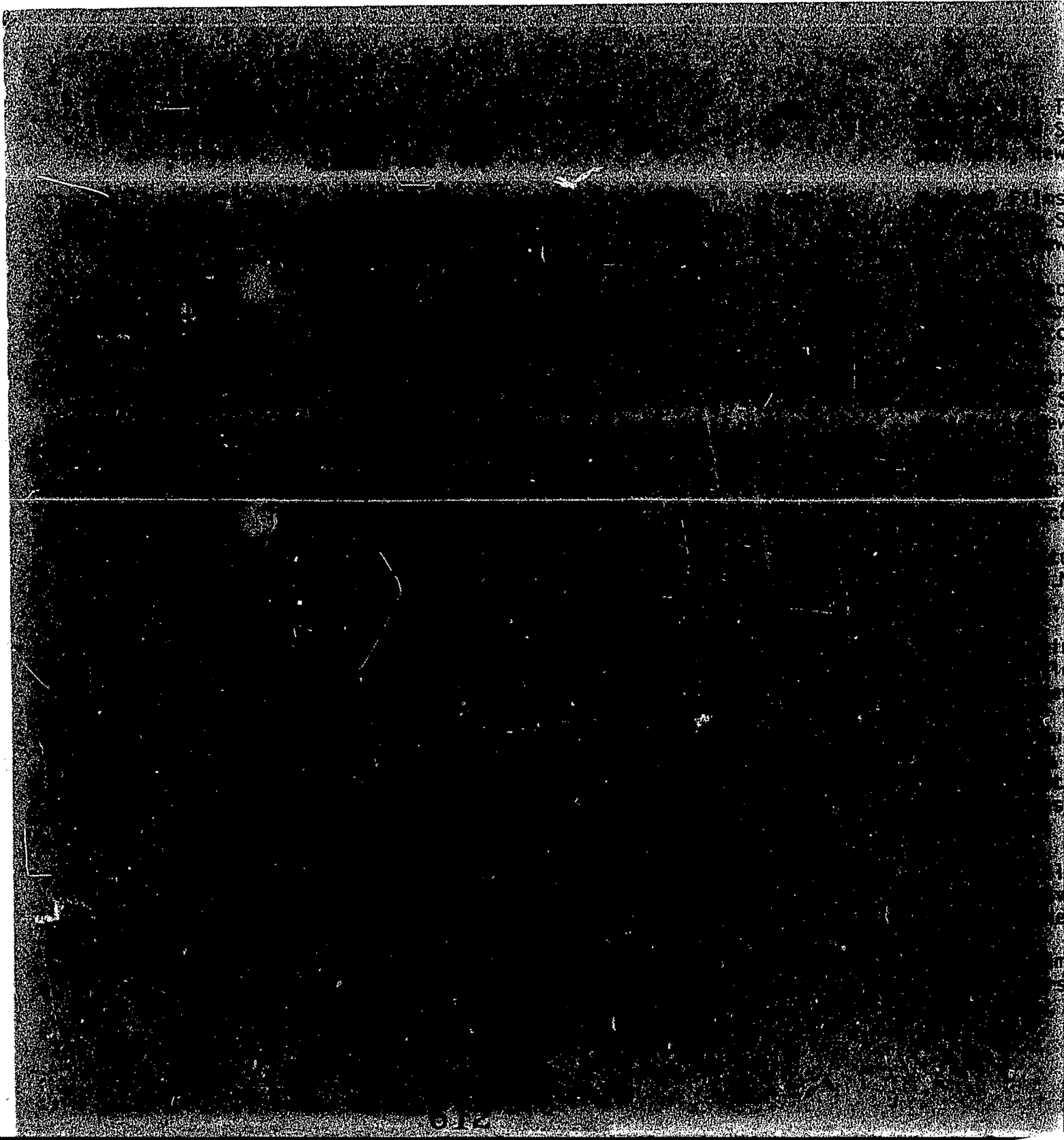
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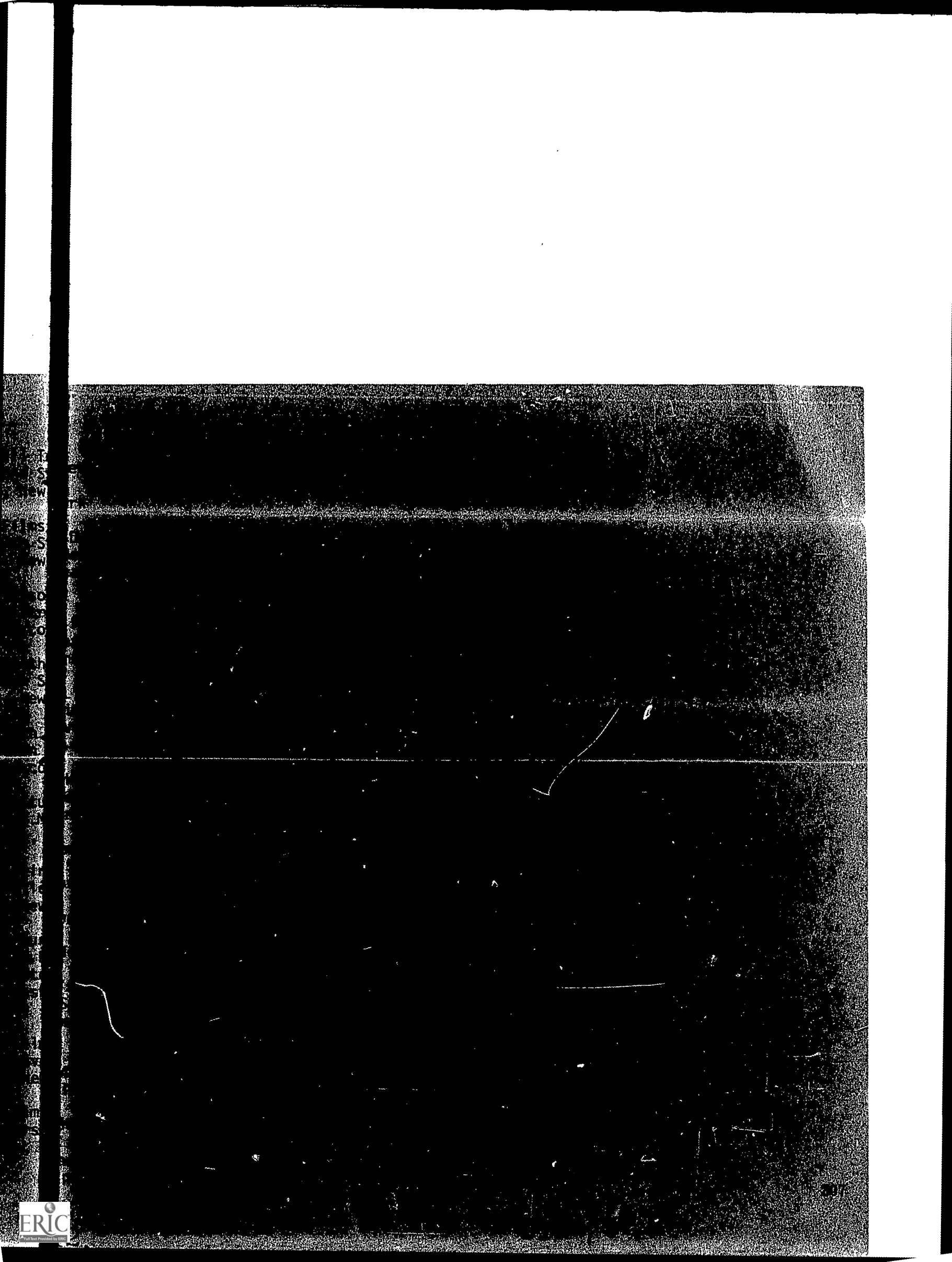
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